

# The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION.

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Volume III.  
Number 4.

PHILADELPHIA, APRIL, 1912.

\$2.00 a year  
20 cents a copy

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LOUIS XIV TREADING ON HIS ENEMIES

Taken from the picture on the ceiling of the Galerie des Glaces at Versailles.  
(Published in the series of European History Pictures of the New England History Teachers' Association.)

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Published monthly, except July and August, by McKinley Publishing Co., Philadelphia, Pa.

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## No Mummified History in New York Schools\*

BY ANDREW S. DRAPER, LL.B., LL.D., COMMISSIONER OF EDUCATION OF THE STATE OF NEW YORK.

The last legislature did the inevitable thing and made the office of the State Historian a division in the Education Department. It went further and created a division in the Department to supervise the manner in which all public records of the State and of the counties, cities, and towns thereof are made and cared for. Of course, these plans articulate together and are expected to conserve, and cherish, and magnify our history. They are expected to make the vital history of the country, and particularly of the State, available to all the people in attractive and realistic forms. One of the early expressions of the movement ought to appear in quickening and improving the teaching of history in the schools.

There is no state with a more resplendent history than New York. The story of the first settlements, of the progress of pioneer farming, of the dealings and conflicts with the Indians, of the upbuilding of our commerce and manufactures, of the development of our religious and political institutions, of the old roads which foreshadowed the newer and greater ones, of the habits and customs of early generations which have influenced the doings of the present generation, of the deadly battles fought and the political policies established by our fathers which settled the characters of the State and nation, is an inheritance which is not exceeded by that of any people in the world. All of this splendid story can not be understood by the children in the schools, for that requires long lives and mature minds, but we may have the satisfaction of knowing that if we teach little parts of it so children become really interested in them, they will go on and learn about other parts without other helps than such as they will find on their own account. The story truly told is so fascinating that it is irresistible.

The purpose of this little paper is not so much to extend the courses in history as it is to make the teaching vital and the history irresistible.

There are now two quite distinct schools of history writers and teachers. One of these, which we may call the old school, assumes that one who has participated in great events and can write well, can write the history of those events. It assumes that one who had no actual part in the events but is an educated man and an accomplished writer, may qualify himself for writing the history of them by reading all that others have written about them, by searching out old documents bearing upon them which have escaped the earlier writers, and by going over the grounds where the events occurred, occupying the point of view and entering into the feelings of the actors, and working himself into a frame of mind which will express the story as the original participants in the events might if they could speak.

The other and newer school is the rather natural outgrowth of the universities. It occupies the critical attitude

of the universities. It is more destructive than creative. It is more professional and pedantic than original and inspiring. Its work is done in the study rather than by faction is in calling down some old hero because he told a story with a little too much enthusiasm. It assumes that having had a part in the events, and having actual sympathy with one side or the other in those events, disqualifies from writing about them. It even assumes that no one has any business to write history unless he has been trained by the professors of history in the universities to question everything and to have no actual feeling about any historical fact. It pretends to treat judicially matters which are wholly outside of and apart from judicial interpretation. It makes more of mummies than of life. Let us illustrate. A professor of history at Dartmouth College, if he were a disciple of this school, might write what he would call a judicial history of the battle of Gettysburg. He would disregard the motives and ignore the enthusiasms of the contending armies. He would say that the partisanship which would lead a man to offer his life to his country would make him unable to appreciate the accepted canons of historical criticism or understand the underlying principles of historical documentation. He would deal only with generalities, i.e. the written orders, the generals, the divisions and army corps, the grand movements, the figures and the result; and to make sure that no one would think him prejudiced, or any more interested in one side than the other, he would very likely leave it to the reader to come to his own conclusions about it all, just as a circuit judge leaves it to a jury to decide what the facts are when the evidence is circumstantial and conflicting and he is not himself sure of what happened. He could tell us that the battle of Gettysburg was fought on Thursday, Friday, and Saturday, July 1st, 2nd, and 3rd, in 1863; that the weather was probably hot; that there were 201,817 men engaged; that they marched 33 1-4 miles the day before the battle, and that 41,714 were killed; and that all this was the unnecessary consequence of something that our fathers mistakenly let slip into the Constitution on a Saturday or a Sunday in October, 1789. It would be as interesting to boys and girls and their fathers and mothers as a railway track or a tow of canal boats when they had seen hundreds of them.

That *might* happen. I do not believe it would, for I do not believe Dartmouth would stand for it long. It is all speculation. Now let us see something that *did* happen. In 1854 a fine young fellow by the name of Frank Haskell graduated from Dartmouth College. He was born in Vermont, taught school to get the money to go to college, and was late in getting through, for he was twenty-six. But he quickly made up for his delayed college course. He was a classical scholar, intent upon work, ready for a frolic and not afraid of a fight. He played square with the world, formed opinions and had unusual gifts in narrating facts and expressing himself. He went to Madison, Wisconsin, studied law, gained admission to the bar, and was soon in

\*Address delivered before the History Teachers Section of the New York State Teachers' Association, at the Senate Chamber, Capitol, Albany, Tuesday Morning, November 28, 1911.



successful practice and a citizen who was regarded and respected. At the opening of the Civil War he enlisted in the Sixth Wisconsin regiment and soon gained a reputation as a sagacious and daring soldier. He was a mounted aide to General Gibbon at Gettysburg, and carried orders and information to far points on the field. Such a young man in such a place made the most of his unparalleled opportunities for seeing and doing things. He messed with the generals and mixed with the men, and freely offered his life to his country by doing whatever he could find to do, without regard to peril, that would help her in her crucial hour. He was wounded enough to put most men out of commission for a month, and he had two horses shot under him, but he never let go of his job. He was among the first to see the advance of Pickett's division for the grand charge on the afternoon of the third day. He rode along the crest looking for the weakest place in the Union lines. The Confederates had looked for it also. He found the thinnest ranks where Webb's brigade was in a moment to meet the fiercest onset at the "bloody angle." He looked for Hancock and Gibbon, but they had both been wounded. He looked for anybody with authority to give the orders which would mend the break. Finding no one, he flew about and gave the orders himself just as though all the stripes and stars in the army were upon or behind him. He rushed a couple of fairly fresh regiments into the breach, and when the blow fell he was right there to help them meet it. They met it so well that they lost half their number, but what was left gathered in four thousand prisoners. Meade and Hancock and Gibbon and the Congress said that he had done as much as, if not more than, any other one man for the triumph of the Union arms at Gettysburg. He was only a lieutenant. It made him a colonel at once.

In the next thirty days he wrote a full account of the battle from first to last. He had no thought of writing for publication. He wrote what fills a book. Without any self-commendation he told his young brother at home what he saw and heard, how he felt and what he did, what the officers and men did and said. He dealt with men and things and events in particular. He described movements and incidents so that the reader thrills and shivers. He expressed his feelings with the ardor and freedom of youth. He gave credit with a generous hand and without regard to rank, and he handed out criticism in the same way. For example, he said that Hooker was a "scoundrel," which he was not; that Sickles was only a "political general" seeking popularity when he moved the third corps to the other ridge, which was putting it too strong; and that the eleventh corps was a "pack of cowards," which was probably overstating the matter. But all came hot "off the bat" of a gentleman, a scholar, and a soldier, who had been all over the field and knew and could tell what had happened and how it had happened. The excitement of the battle doubtless gave him some opinions which he would have modified in later years if he had lived, but all the same he wrote actual history. That makes his story of Gettysburg very real; and he consecrated it all by giving his life to his country when leading his new regiment at Cold Harbor the next summer.

I am with Professor Mahaffy, of Dublin, when he says "Unless we have living men reproduced with their passions and the logic of their feeling, we have no real human history." I am with Gibbon, who believed that history must be rich in imagination and not wanting in eloquence. I am for Fronde with his inaccuracies, rather than with any other who avoids positive statements and reduces human interest in the subject to the vanishing point. I am with Parkman who went over the ground and mixed with people who knew or had heard. I am with Lord Macaulay, when in his history of England before the Restoration he says that he will cheerfully bear the reproach of having descended

below the dignity of history if he can succeed in placing before the English of the nineteenth century a true picture of the life of their ancestors.

No one is for ignoring or straining the truth of history. Honest and intelligent imagination that adheres to essential facts, but takes the loves and hates of actual men and women into account, comes nearer the truth than does the pessimist who rejects everything but positive evidence, necessarily misinterprets much of that, and insists that partisans are hardly capable of giving evidence at all.

One who helped make history, if he has the other accomplishments, can write it better than those who had no part in making it; and no one can hope to write history well unless he can put himself in spirit and sympathy with those who made it. He must have their point of view, their enthusiasm, and their grief or exultation over results, before he can make it very effective in the lives of human beings. Even those who are not in sympathy with the writer prefer the writings of one who has feeling in his theme, rather than of one who takes pride in his remoteness and indifference. The Confederate veterans would rather read the story by Colonel Haskell of what happened on the Union side at Gettysburg, and the Union veterans, that by General Pickett, of what happened on the Confederate side, than any story by an historical philosopher who was not there and who tries to write judicially, when the whole thing was one of arms and had gone beyond the possibilities of judicial determination.

The thing we are speaking of is not an exclusive trade at all; it is to be saved from being professionalized; it is far more a matter of knowledge, of intelligent interest and literary accomplishment, than of balancing evidence or of expert training. History consists of facts infused with life rather than of mere opinions. Of course there is such a thing as a philosophy of history, a treatment of causes and effects, a connecting of results and an explaining of consequences, but that is wholly beyond the children in the elementary or secondary schools; and, aside from that, it is in the province of historical or philosophical speculation, and not in the field of historical fact at all.

The same considerations govern the teaching as the writing of history. To be effectively taught it will have to be done by partisans, whose hearts quicken with the teaching and are quickened by it as it progresses. The thing taught will have to be within a compass which pupils can grasp, and it will have to be made so clear, so full of human action and interest, will have to prove in such an orderly and convincing way, that normal children must be enlightened, entertained, and convinced by it.

We have 2,000,000 children in our New York schools. Large numbers of them are the children of parents who are new in the State and know little of the facts and the spirit of our history. We had 1,800,000 souls added to the population of New York State, and 1,300,000 added to the population of New York City, between 1900 and 1910. In other words, the decade's increase alone would make great cities and states as the world goes. And there are vast numbers of children descended from early settlers in the State who know little of the facts and feel little of the inspiration of our history. It is very vital to the State that they shall know these facts and feel this inspiration. No civilization lives unto itself alone. It is a matter of intelligence, of feeling, and of relations and outlook. A civilization treasures what its fathers did for it, and it is urgent about what it aspires to do for its children and their children. Indeed, loyalty to and intelligence about this line of teaching in the homes and in the schools goes farther than anything else to determine the power and the right of a civilization to endure.

The schools of all peoples are expected to attend to the



matter. Frankly, I do not think we attend to it as well as we ought. We are as prodigal of our history as of our lands, and woods, and waters, and children. We need to conserve and care more for all of them. The people need to help the schools to do it better. Recall the books, and statutes, and columns, and arches, and art galleries, and great buildings dedicated to statesmen, and soldiers, and scholars, and artists in Rome and Madrid and Zurich and Berlin and Amsterdam and Paris and Edinburgh and London, and every other city of the Old World. St. Petersburg is so full of them that it is mere display without the discrimination in selecting subjects or that balance between show and understanding which is the vital basis of any patriotism or any civilization that is of much worth. Stockholm, one of the fine cities of the world, goes all lengths in making the display without subjecting herself to any criticism for ignorance or grossness. Her well-made streets and her clean squares express her appreciation of the intellectual and martial history of Sweden. Opposite the palace of the democratic king an art gallery of great merit expresses the history of the nation to a people that is free from the burden of illiteracy. The arts and industries and the intellectual and constitutional evolution of Sweden are all admirably represented. Under the great dome there is the magnificent painting of the military guard bearing home on their shoulders through the deep snows, the body of King Charles XII, killed in battle with the Norwegians after Peter the Great had been brought to his reckoning: as the Swedish women look upon it they flush with indignation and the men clench their fists and renew their oaths of loyalty to the fatherland. A few blocks away is the unparalleled Thorwaldsen collection of marbles known of all who can appreciate the beautiful. And a mile or two away, at Skansen, in the park, are the many structures which hold the products and portray the actual life of Swedish generations, from the mud hut of the barbarians down to the fine city which is the abundant fruitage of the high civilization that has resulted from the ambition, industry, valor and honor of Sweden. And, by the way, the military guards at Skansen are in the buff and blue, the leather breeches and top boots, the great coats and three-cornered hats of Washington's Army, which we must have borrowed from Gustavus Adolphus.

That we have not done these things very largely or always with the best of judgment is not because we are lacking in events to portray or history to teach. The history of Holland and Britain, indeed the history of all intellectual and constitutional progress in all lands, is our inheritance. But we have to go no farther back than the first settlements upon the Hudson River to find both great and picturesque events to illustrate the evolution of the material state, and fascinating stories to quicken the commercial, scholarly, political, and military doings of the people. We are plutocrats in the materials that must touch the pride, quicken the heartbeats, and enlarge the sense of responsibility of every one who is worth his salt and lives upon New York soil.

There is hardly a town in the State that is without its historic episodes and traditions. There is hardly a county that has not a shrine made sacred, not a stream that has not been crimsoned by blood spilt for the rights of man. To say nothing of the names of men, think of what Morningside Heights, and Fort Lee, and Stony Point, and Albany, and Schenectady, and Schoharie, and Cherry Valley, and Wyoming, and Oriskany, and Oswego, and Saratoga, and Fort Edward, and Lake George, and Lake Champlain, and Ticonderoga, and Crown Point, and Plattsburg, and many others, signify in the cause of human opportunity and American nationality. And it is not all a matter of soldiers by any means. We had in every part of this State, at a very early day, as fine a pioneer farming civilization, as successful manufacturing and commercial accomplishments, as the

world has ever seen. We have had as brave and fascinating struggles for the stability of political institutions, as much self-sacrifice for the upbuilding of churches and for their freedom and harmony, as intelligent and generous and abiding a faith in schools, as ever honored the life of any people in the world. It is all in our history, it is expressed in our institutions, and it bears upon our life.

It is our business to see that the children in the New York schools, for their own good and for the country's sake, get their proper share in all this. They are to get the parts of it that they can assimilate, and get it at times and in forms and quantities that will be good for their patriotic health. If they become really concerned about some part of it, they will be about other parts of it. If their love of it begins to grow, it will keep on growing. The generalities, the high points, the speculations, or the philosophy of history, are not of much concern to young people. They want the facts, the action of it. They want the poetry and the glamor of it. They will come to understand something of the reason and the result of it. It is to be hoped that the Division of History in the Education Department and the teachers in the schools will realize their opportunity to serve the State by refusing to have their faith settled by professional critics and by teaching history to the children by realistic picturesque and by inspiring words.

#### REPORT OF THE DEPARTMENT OF HISTORICAL RESEARCH, CARNEGIE INSTITUTION OF WASHINGTON.

The annual report of Dr. J. Franklin Jameson, director of the Department of Historical Research of the Carnegie Institution, of Washington, covering the work for the year 1911, has recently appeared. The report gives a brief account of the work which has been accomplished in the year, and of the plans for the ensuing year. Dr. Jameson reports that Professor Carl R. Fish's "Guide to the Materials for American History in Roman and other Italian Archives," was published during the year, as well as Professor William H. Allison's "Inventory of Unpublished Material for American Religious History in Protestant Church Archives and other Repositories," and Mr. David W. Parker's "Calendar of Papers in Washington Archives relating to the Treaties of the United States." Professor Marion D. Learned's "Guide to the Manuscript Materials relating to American History, in German State Archives," and Professor Herbert E. Bolton's "Guide to the Materials for United States History in Mexican Archives" are well advanced toward publication. "The Guide to the Materials in the British Public Record Office," in course of preparation by Professor C. M. Andrews, will appear in two volumes, the first of which is about ready for the press. "The Inventory of American Material in London Archives," covering the period from 1783-1837 and prepared by Dr. Charles O. Paullin and Professor Frederic L. Paxson, was about ready for the press when the British Government permitted the extension of the archives down to the years 1848, 1850 and 1860, for several classes of papers. In view of this fact, it was deemed best to complete the work of calendaring before publishing the preceding portion. During the year Mr. David W. Parker worked upon his "Guide to the Materials for United States History in Canadian Archives," and Dr. Waldo G. Leland carried almost to completion, his researches in the French Archives. Work has been carried on in the Spanish Archives by Mr. Roscoe R. Hill. Dr. Edmund C. Burnett has continued his work of collecting the letters of delegates to the Continental Congress, relating to its transactions. Miss Davenport has carried her work, "Treaties Bearing upon American History, Concluded by European Powers," nearly down to the time of the Treaty of Westphalia. Mr. Leo Francis Stock in Washington, and Miss Mary T. Martin in London, have been at work upon "American Proceedings and Debates in Parliament to 1783."

The plans for 1912 include the continuation of the studies in foreign archives already begun or in the press. The most important new undertaking is the preliminary steps in the preparation of an atlas of the historical geography of the United States. This work will include much research, not only in the field of political boundaries, but in the hitherto almost unworked field of the geography of political, social, and economic movements.

# Letters From a Soldier in The Mexican War\*

## Source Material for United States History Classes.

CAMP AT MATAMORAS, Dec. 13<sup>th</sup> 1846

Dear Joseph

I recied your long lookd for and exceptable letter of the 18<sup>th</sup> Nov. yesterday at the same time that I recieved one from my brother, and Never was a half starved wretch so Eager to get at the Contents of a well filled dish, as I was to get at the Contents of those two letters. . . I have little news of interest to write to you, as the only news we get here is camp reports, which is not worthy of confidence, there is one paper published in Matamoras which is a real Catchpenny affair, and cannot be relied on for correct information, and the only thing we know what is going on for a certainty is what happens in the imediate Neighborhood of where we happen to be. we have been at Camargo for the last four weeks, expecting to Martch for Monterey daily until the news of the taking of Tampico arrived, when we had orders to start for that place post haste, and acordingly took steamboat down the Rio-grande for the Mouth of the river, having Gen. Patterson and a large number of Officers and men from Monterey some with only one leg and others only one arm, their wounds nearly all heald, and they talking and Joking as lively as any on board, we were five days getting down the river as it is very low at present, stoping every night on our Journey and all hands going ashore to some Mexican Rancho, taking our Music with us, and we never faild in raising a firstrate fandango. the Senorrettas turnd out in good Numbers, and have got over their shyness and like to dance Cottilion very well, and often kept it up till daybreak, we stopt at Matamoras going down, and left Gen. Patterson and the most of the Cargo, and we proceeded down the river intending to take the sea route for Tampico, we shipd our train and baggage, and we Encampt on shore, waiting for the other vessel to take us off. Next day an order again arrived for us to come back to Matamoras and take the land route for Tampico and are Now Encampt on a fine spot of ground oposite Fort Brown from which the Stars and stripes wave as well as in the City. the weather is Most beautyfull at present although at first when we started up the Rio Grande, it was most scorching hot and dusty, having had no rain for a Month before, and only three times since for 3 or 4 hours at a time, we have been Now in this Country over two months, traveld over one thousand Miles, and out of that only nine on foot, the rest has been nothing but a pleasant Steamboat Excursion up and down the Rio grande and San Juan, when at Camargo we encampt oposite the City on the Texas side of the river which is about two hundred yards wide, and is conected by a rope ferry, a regiment of Ohio Volunteers and the Kentucky Cavalry a thousand strong mounted on fine, able horses and Comanded by Col. Humphrey Marshal, and a Company of which is under the command of Casias M. Clay. and another by Thomas F. Marshal of whom you have no doubt heard, they visited our Camp frequently, the latter allways most gloriously drunk, and was carousing about at all hours of the night, sometimes wearing an old three cornered hat after the fashion of 76 with a large black feather stuck in the side of it. we had some rich scenes with him while

there, often when he was about half today'd, he would burst forth in a patriotic speech, verry pleasing to listen to, he is much beloved by his Men, and appears to be on an Equal footing with them and every one else, I have frequently seen Col. Taylor, a brother to old Rough & Ready, and has often been taken for him, being so much like him in appearance and Manners, I have seen a great Many officers who lookd ferocious enough to frighten a Regiment of Mexicans to Death. there are alltogether the wildest looking set of Men here among the Volunteers you could Emagine, the most of them have never put a razor to their faces in this country, and beard and Mustaches nearly a foot long and their dress is the most curious you could think of. homespun suits. trimd with red and yellow tape and any quantity of large brass buttons, broad brimd white hats turnd up all around, and look as if they had been worn by their great grandfathers in the revolution, but looks are nothing in this country and when we arrivd here we lookd as if we had just stept out of a handbox but our boys can now sport whiskers and Mustaches too, and if I could have my likeness taken I would send it to you, as I have followed the fashion too, our Company is treated with respect wherever we go. and, am told that Patterson had Selected us for his bodyguard which I hope is not the case, as he is much too strict, and there is not an Officer in the army so hated as Patterson, the Allabama Volunteers have swore Veangence against him, and if he should get into an action I would not Exchange situations as they would shoot him the first chance they had. the weather now is like spring in the north only a little hotter in the middle of the day, the Moonlight nights are the Most splendid I ever saw. You can make out objects at a great distance, and to be on duty at night as Sentinel with thousands of tents strecht out over the plain laid out as systematic as a chequer board, the Moon shining as bright as day, and all as quite as the grave, then all of a sudden a hundred prairie wolfs would set up one deafening yell, and aproach so close that you could see the white of their Eye, and then not dare to fire your Musket at them, for that would set all the camp in an uproar, and make one liable to be severly dealt with, tis then that I get thinking of home and think that perhaps some friend is watching the same moon as she rolls on her course and thinking of me perhaps, as I am of them, although three thousand miles apart in a distant country, but still I feel proud of my situations we have seen some pretty rough times and hard liveing at first. nothing to Eat but pilot Bread and pork and Coffee. but now we live high, much better than any company in the army, of which a description I hope will be exceptable in the Morning we have fresh bread hot from the bakers, good Coffee, beefsteak or fried bacon, for dinner we have, quite a varieyity, sometimes bean soup, pork or bacon, Sour krout, Mush and Molasses, rice soup and boild rice pudding, pickles and other litle Extras, I must now quite my scribbling, for fear you will get disgusted at my nonsense, forget not to answer this as soon as you recieve it and give me a discription of every thing that transpires at home, as I feel much interested in all that happens in Collegeville. I see by your letter there has been some changes in your neighborhood, and I would like to be there verry much about the time you get this and have some more old fashion sleigh rides and dances. . . .

Your friend,

CHARLES A. VIEREGG.

\*EDITOR'S NOTE.—These letters are taken from private family papers. They well illustrate the points which have been made by Dr. Draper in the preceding article.



P. S. when about closing this an order came to march for Victoria on the 20<sup>th</sup> of this Month with about five thousand Men under Gen. Patterson, where a brush was expected to take place between us and the Enemy under Santa Anna, but how true this is I cannot say. but direct your next letter to me. Corps of Engineers, Army of Occupation

Care of Capt. A. J. Swift

Mexico

C. A. V.

TAMPICO Febu: 6<sup>th</sup> 1847.

Dear Joseph

I again take the Opportunity of addressing a few lines to you although I have not received an answer for my last written at Matamoras before starting on our March you cannot imagine what hardships and toil we have had to perform on this March of five hundred Miles, we started from Matamoras on the 21<sup>st</sup> Dec. our force about three thousand strong under the Command of Gen: Patterson Our Company taking the right and acting as Pioneers assisted by two Companies of Volunteers when occasion required it, the weather was very hot and the water very bad and scarce the first two hundred and fifty miles of our tramp, sometimes it took us a whole day to cross a prairie from twenty to thirty miles across without finding a drop of fresh water, although thousands of wild horses and Cattle were feeding, there are plenty of small lakes which are Salt and one swallow of which would increase the thirst tenfold as some of the train found from experience I have seen men that would willingly give half a dollar for a pint of water, it was a fine sight to see the whole train about five hundred wagons, five mules to each besides all the Cavalry and infantry moving across the plain as far as the Eye could reach, and the wild horses frightend rush passed head and tail in the air, we also saw some flocks of Deer, but shooting was prohibited along the line of March passed several small towns on our March, at one of which (San Fernando) we passed our New Years Day, and which has a fine rapid stream of excellent water on one side.

in about two weeks we reached Victoria, which is quite a smart town. every house almost has Orange trees around it, and on the outskirts there are some splendid groves of oranges Just ripe, and when we first arrived we could buy nearly a bushel for half a Dollar, but after the first day they would charge at the rate of cent & half a piece, there I ate so many Oranges that I got fairly sick of the sight of them—

Gen: Taylor had arrived there the day before us from Monterey with about four thousand regulars. and there for the first time I saw him and nearly all the officers and men who have distinguished themselves in this Country the day after our arrival he rode into our Camp on a Mule accompanied by several Officers in splendid uniforms and mounted on fine horses. he is a fine looking old chap, rather short and stout, red face and hair slightly grey. I have seen him twenty [times] since and only twice in a dress that would show he was officer, at other times he wore an old grey coat or a white Jacket and a broad brimmed Mexican hat, he is very much liked by the men under his command, and if any of them commit an offence which other officers would punish by some hard duty or confinement, he gets the poor devil by the two ears and gives him a good shaking and cautions him for the next time and then it is all over. the Next to old rough & ready is old Gen: Twiggs, commonly called the war horse, and he looks and behaves more like a bengal tiger than anything else. he is very large and heavy, with a face as red as a cherry with a very large pair of snow white whiskers forming a Complete Circle around it, and a large bushy head of white hair, he can bawl louder and swear harder than

any ten men put together, but he is a very good old chap when things go on right, and he stopped the whole army in passing through a town, and took our company in a house, and treated us all around. but the best looking and at the same time the wildest looking fellow is Col: May, he is very tall, upwards of six foot and very good shape, his hair of a lightish brown hang down his back nearly to his waist, whiskers six inches below his chin, and Mustaches that cover his Mouth complete he dresses very tasty and rides the finest looking black horse I have ever seen, they say he is the best rider in the army, and what I have seen of his riding satisfied me, a great many young officers follow his fashion in wearing hair long, but none that I have seen could come up to him.

I have seen Gen. Smith. who did great service at Monterey, Capt Mansfield who, when he was wounded in 4 or 5 places was intreated to shelter himself in a house, refused, saying it was not the place for an officer and he stood it out till the place was captured.

after staying about ten days at Victoria we started again on our tramp, our Company taking the right as before and the army moving on in the following order, our company and one hundred infantry started first as a Pioneer party, followed the next day by the Division under Twigs, the day after him came Patterson and the day after him by Quitman and Pillow. our party went 18 miles the first day, the road now lay over mountains and we found plenty of good water. the second morning about daybreak, we saw a small party of Mexican Lancers, but they put spurs to their Mustangs and kept out of the way, we had some bridges to build that day and made but ten miles of our Journey, we slept with our pieces loaded at our sides for fear of a surprise from the Lancers. the third day the Division of Twiggs overtook us, but could not advance until we went ahead, we arrived about ten days ago and Encamped three miles out of town, close where there was a lemon grove, at which we supplied ourselves and I have drank nothing but lemonade since. our company staid there three days, when we got quarters in town, and are now stationed in a fine large building, where formerly they use to hold Masquerade balls.

this is a very fine town. splendid large buildings two large Plazas one paved all over, in the Middle of which a Monument for Santa Anna was commenced, the base is about 5 feet high build of Marble, in the centre of which a large and beautiful flagstaff has been erected from which the Stars and Strips float triumphantly the Stores are equal to ours at home and the prices reasonable, the Market is supplied with every thing eatable and there are a great many very pretty Spanish and Mexican Senorittas here, who are much more modest and Civilized than any I have seen yet.

I suppose the force here is about fifteen thousand men, and they are arriving daily from all quarters. none of the Volunteers from Pensilvania have arrived here yet, Gen. Scott is expected here daily. a paper is to be issued to Morrow. they have a theatre here give balls, and everything passes off very pleasantly. as to what is to be done I know not, it is the general impression that Vera Cruz is to be our next destination there was a report that it had been taken, but it was only a camp tale. but I must now close. give my best respects to all my acquaintances, and tell them that I am getting on bravely having been promoted one step higher since my last letter, and my pay is now Equal to a first Seargants in the regulars, Sixteen dollars a month and every thing found—fail not to answer my letters as soon as possible and tell me all the particulars of what happens in your Neighbourhood

I Remain your friend

CHARLES A. VIEREGG.

VERA CRUZ, April 1<sup>st</sup>, 1847.

Dear Joseph.

with pleasure I now take the opportunity of informing you that after many hair breath escapes, from water in the first place on our passage here, & after that from round shot, bomb shell, & Musketry, that I am again permitted to write to you, and that is rather too much for me as I am nearly used up, having been on the constant go for the last three weeks day and night, so that my head is hardly in the right place yet, so you must Excuse all blunders and mistakes I may make in the way of spelling and poor penmanship.

You will no doubt hear of the Glorious Victories that have again been achieved by our army, long before you get this. the Stars & Stripes now float over both town & Castle and are Occupied by our troops, last Monday the 28<sup>th</sup> was the greatest day of my life, as I witnessed a sight, that will never be forgotten by me, namely, the Evacuation and Surrender of the Mexican force, the Ceremony took place in a large plain outside of the walls of the town.

Our Volunteers were drawn up in line on one side of the plain, the Mexicans march down the middle, and stacked their arms and Equipments, the musical instruments belonging to the army were deposited in a pile, and every thing but personal property was left behind. the Division of Gen: Worth came marching up on the other side with Colours flying, and as much as six splendid bands playing all the National airs, and salutes firing from all the forts and batteries around town.

I have rather commenced my story at the End, as I am not in a fit Condition to write at all, my knapsack serving for a desk, and sitting on the ground, with a shaking bad pen, and paper that I picked up in the Governors Palace in the City:

we sailed from Tampico on the 24<sup>th</sup> Feb. in a small Schooner, and never did I pass such an unpleasant time. the weather being pretty rough all the time, and our little Craft came near being swallowed up several times.

we stopt about one week at Lobos Island. then started to Anton Lizardo and anchored there about 10 days, waiting for all the force to come up. then took the steamship Edith for Vera Cruz, where we landed on the 9<sup>th</sup> of March, about two miles from the Castle:

the whole force stated to be about 12 thousand strong. the Division of Gen: Worth (to which our Company was attached) landing first. the Vessels dropping anchor about three quarters of a mile from shore, and the troops embarking in surf boats, there was I suppose about fifty holding from 50 to 100 men each, and were drawn up in line, and at a signal all started for shore as hard as they could pull. our boat landed the third one. great numbers jumping out up to their necks in the surf. it took but a few moments to form our Company's on the beach, and we made one grand rush over the sand hills expecting to find the plain on the other side filled with the Enemy, but not one was to be seen until about three o'clock in the morning, when a party of several hundred came out of town and fired upon us, wounding only one man. but we never returned a shot. at day-break we proceeded on a sand hill in full view of the town and Castle. who fired shot & shell but they fell about a hundred yards short of us.

after that we took several more Excursions towards town getting every day a little closer. the Officers with their instruments and glasses making observations and hunting good places for to put up batteries, and bomb shells, round shot, and grape and Cannister flying about our heads, went so close up one night that we could hear the Sentinels talking and came away without being seen. in about a week after landing the batteries were commenced, employing about a thousand men every night the guns from the Castle and town firing continually but they killed not more than three of our men, one poor fellow was killed not more than ten yards from

me. a piece of a bomb shell struck on the back of the neck, and passed clear through his body. it was the most awful sight I ever saw or ever wish to see again.

in about one week our works were ready to return the fire on them, not a shot having been fired from anything larger than a musket. then a flag of truce was sent in by Gen: Scott asking to surrender the town before he commenced firing. to which they did not agree and on Monday 24<sup>th</sup> our guns and mortars opened on them, having one battery with 4 thirty two pounders and 2 howitzers, and another battery with 2 thirty-twos, 2 Sixty eight and two paixhan guns & 12 mortars throwing 10 inch shells. which was kept up for 4 days when they offered to surrender the town but not the castle, but Scott wanted both or none, and after a day & half parleying they gave up both. the loss on our side I think will fall short of 20, but on the Enemy's I was told by a Mexican, was upwards of 4 hundred in all. the town appears as if their had been a large fire. piles of brick and Mortar are strewn all about the streets. Several steeples have been knocked down. I have seen places where the bombs would go through three floors and explode in the lower room breaking every thing to smash.

but I must now close having went already much further than I intended, I hope I will soon have the pleasure of telling you Verbally all I have Suffered and seen. what our next destination is I know not, but I think the City of Mexico, the weather is getting uncommon hot, and the sooner we get out of this place the better I will like it. give my best respects to all my friends and acquaintances of Collegeville, and my love to all the fair damsels of Musquitta hollow, and fail not to answer my letters as everything that comes from you is very acceptable. Your friend,

CHAS. A. VIEREGG

P. S. I received Just as I finished a letter written on the 14<sup>th</sup> Feb: in answer to one I sent to you before leaving Matamoras. I wrote one to you after arriving at Tampico, but received no answer yet. Yours,

CHAS. A. VIEREGG

CITY OF MEXICO, Oct. 24<sup>th</sup>, 1847

Dear Joseph

With Pleasure I avail to the opportunity of directing a few lines to you to inform you that I am still in the land of the living and stout and hearty as usual, hoping this may find you as well both in health and Spirits as I am at present.

Our little Company took an active part in everything that has transpired and been in every fight that has taken place in the Valley of Mexico, and our loss has been pretty severe, considering our Small number, two have been killed, six wounded severely, and three slightly, & some six or Eight used up through hard Duty, and out of Seventy two as hearty young Men as ever handled musket we cannot muster over twenty five fit for duty, I have been highly favoured so far, being unfit for duty only six days since I left home, but I am in hopes it is all over now, I have passed safely through seven well fought battles, and am heartily tired of the cannons roar and Scenes of bloodshed, and the Ever Victorious Stars & Stripes wave from the Palace walls, but our Victory's have cost us dear, and a few more such would certainly cause our defeat, a great many of our best Officers and men have been laid in the dust, but we have succeeded in everything we have undertaken and that against great odds.

I was told by some Citysenses here that the Mexican army here before we entered the town was forty three thousand strong and having the advantage of breastworks and batteries at all the streets, while our force did not exceed seven thousand, but nothing can stop a Yankee army when the word is forward, we had fine Sport on the afternoon of the



13<sup>th</sup> Sept: after storming Chapultepec in the morning and the Enemy that Escaped were driven towards the city, our Company were with Worth's Division and entered at the San Cosme gate, we workd our way through walls and over house tops right in to the Midst of them, they being ignorant of our aproach untill our balls began thinning their ranks from the house tops, when they were off in double quick time, we took one gun and some prisoners from one battery, and made them fire their piece into their own retreating companions, which they aparently did with right good will.

that same night the whole army left town, and on the 14<sup>th</sup> we Martcht into town without oposition, with the bands playing, and Colours flying, but still some shots were fired at our troops from different parts of the city, killing and wounding some of our men, but for Everyone they killd of ours, six Mexicans had to pay the forfeit, but everything is quite now though some of our men are still assassinated at nights for their money, fifteen hundred robbers & cutthroats were let out from prison the night we entered town and supplied with knives for the purpose of thinning our ranks, then we have other dangers to Encounter that I fear more than Mexican desperadoes, that is the Earthquakes that have taken place the first on the 2<sup>nd</sup> of Oct: we were eating breakfast at the time, when of a sudden I felt a sickness and dizziness resembling sea sickness, the next moment the house commenced rocking to and fro like a ship at sea. We all made a rush for the street, where a scene met my sight I shall never forget, as far as I could see up and down the street, the people were on their knees in the Midle of the street praying with all the fervour a Mexican knows so well how, the trees in the park close by were bowing their heads to the ground, which rockd so I could scarcely keep my feet, the water in the fountains was splashing over the sides, it was an awfull feeling I can assure you, and such as I never wish to see again, we had another shock the following Monday at 12 o'clock at night, not so severe as the first but rendered more awfull by being at the dead of night.

I was much disapointed in the appearance of this city, the houses are fine it is true, but nothing what I anticipated, the Pallace is large enough to quarter ten thousand troops, but not at all handsome, the Cathedral is inferior to the one in Pueblo the grand Theatre is the largest and handsomest I ever saw, having five tier of boxes, an American company play there at present, we also have a Circus every night, and bull fighting, every sunday which is verry exciting sport, I can assure you. we have at present two papers publisht in our language, one by W. C. Tobey of Philad.

we have fine times at present, nothing to do but promenade the streets, and smoke the captured Cigars of which we have a good supply on hand. plenty money in our pockets, we live like fighting cocks.

there are a great many foreigners here, Mostly English, French & Germans, Some who came here poor from Philadelphia, are now doing a good business, and getting rich, there has been another battle fought with Santa Anna by Gen: Lane below Pueblo in which Santa was whipt of course, we are expecting a train up every day from Vera Cruz, and in it I hope to find stacks of letters from my friends.

the Mexican Congress has not set yet, and I don't think they will untill we drive their army out of the Country. we have the finest kind of weather at present, but I would willingly exchange it for the more genial clime of Collegeville. I have severall nice trophy's to bring home, one is the sword of Santa Anna AJudent Generall, who I took prisoner the first night we came to town, but I must conclude, please excuse the bad penmanship and dullness of this letter. give my best respects to all friends and aquentences of both sexes: and fail not to write oftener to me, as everything from you is verry exceptable.

Your firm friend,

CHAS. A. VIEREGG.

ENGINEER COLLEGE, Mexico.  
Nov. 24<sup>th</sup>/47.

Dear Joseph,

Your letter dated June 14<sup>th</sup> I recieved only last Thursday, but however old was verry wellcome, I have sent one to you by the mail that left here on the 1<sup>st</sup> of this Month, which I suppose you have recieved e'er this, and I have but little of interest to write of this time as we are living as quietly as at home, and as if never a word of dispute had happend between us and our yellow skind neighbors, the City too has assumed quite a home like apearance, the streets are daily throng'd with the fashion and beauty of the place. I suppose they have found out that the Yankees are not alltogether the barbarians and Monsters they were told we was, and that we do not eat them raw without salt, and I can assure you, Joseph that there are some as handsome and tasty little creatures here as can be found in the States, and they dress neater and richer, bonnets is a thing that is seldom seen in this country, and only worn by some few foireign ladies, and I think they look much more charming and attractive, with the Rebosa thrown gracefully over the head and shoulders, and then they have got such coquettish way of opening and arranging it when a good looking chap happens to look at them, I would like to bring some good looking little Senorita home with me, to show some of our northern fair ones how to win beaux, I think I could make quite a Speculation, no doubt the girls would reward me verry liberally for it, but enough of the girls at present for fear of wounding your feelings in a tender spot, and you will give me fits in your next letter. You have given a very true picture of of the feelings and thoughts of many in the battle-field, and I have seen scenes enacted in the Moment of excitement, that would make even the most cruel weep in more cooler moments, but the Mexicans commenced the cruelty's, verry many that were wounded at Molina Del Rey, and as brave and whole sould men as could be found in any station of life were killd and cut up, while lying wounded and helpless on the ground, and before they could be pickd up by our more fortunate fellows, and in Consequence a few days afterwards they were paid off in their own coin at the storming of Chapultepec, where many a poor Mexican was shot through the heart while on his knees begging for life, at one place at the bottom of Chapultepec there is a ditch, and after we drove them from the outworks they ran into this ditch for protection and stood up to their necks in water, and I saw at least fifty shot at that verry place, so furious were our troops at the treatment our wounded recieved a few days previous.

tell me in your next how our Victory's was recieved at home, I suppose it made some little stir, and some few anxious thoughts for those that fell, but I can assure you that I am thankfull that I excaped safely, we see the marks of battle every day in the streets, by the number of both our men & the Mexicans hobling about with legs and arms off, but our wounded are doing verry well now, when we first came into the city for about 2 weeks every day, the sollem dead march was never out of our ears, all that died are buried with the honours of war, quite diferent with the Mexican soldiers, who are rolled in a Mat and carried by two men to his grave.

We have now four newspapers printed in our language, I sent you some by the last mail but it is doubtfull whether you will get them, as I understand the postage has to be prepaid at New Orleans. Our Company is at present undergoing strict instructions in Engineering. we have splendid quarters in the principal street in the City and alltogether live verry well, we have the finest kind of weather at present, neither hot nor cold.

Your friend and c.

CHARLES A. VIEREGG

# The History Teacher's Magazine

Published monthly, except July and August, at 1619-1621 Ranstead Street, Philadelphia, Pa., by

McKINLEY PUBLISHING CO.

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION, composed of:

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**SUBSCRIPTION PRICE.** Two dollars a year; single copies, twenty cents each.

**REDUCED RATE** of one dollar a year is granted to members of the American Historical Association, and to members of local and regional associations of history teachers. Such subscriptions must be sent direct to the publishers or through the secretaries of associations (but not through subscription agencies).

**POSTAGE PREPAID** in United States and Mexico; for Canada, 20 cents additional should be added to the subscription price, and for other foreign countries in the Postal Union, 30 cents additional.

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**ADVERTISING RATES** furnished upon application.

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## History in Teachers' Associations

History has not received the attention, at recent sessions of teachers' associations throughout the country, which it deserves as one of the principal subjects of the elementary and secondary school curricula. It is entitled to as distinct a place in these meetings as arithmetic, geography, or grammar, in the elementary school program; and the classics, English, mathematics, foreign languages, or even the ubiquitous vocational works in the secondary school program.

Why has it not received such recognition? The answer lies partly with those who make up programs for teachers' institutes and association meetings, and partly with the teachers of history themselves. School administrative officials, in whose hands rests usually the making of such programs, are likely to put on the list, topics which concern the subjects to them most important. These administrative officials are accustomed to assign the teaching of history to any unemployed teacher, or to some unoccupied part of the day's routine of studies; and, when it comes to arranging for teachers' meetings they often ignore the subject in which teachers most need encouragement, and in which teachers can get the most assistance from a discussion of up-to-date methods.

But history teachers also are at fault. When the teacher of history, through some fortuitous means, has obtained a grasp of the subject and a satisfactory method of teaching, he, or she, is likely to be content with immediate success in the class-room. Such persons frequently become indifferent to the average teacher of the subject; they refuse to bear their share in dignifying the teaching of their subject. Teachers' institutes and association meetings seem petty and frivolous as compared with their college or graduate school studies. Instead of exerting their energies to improving the associations, they refuse altogether to attend the sessions. Yet, with the insistent demand for vocational and agricultural studies, it is imperative that all teachers of history awaken to a consciousness of their position. They must be prepared to show the advantages to be derived from a study of history, and the need of a real, live teaching of the subject. If such arguments cannot be adduced in any teachers' meeting by the history teachers present, there is great danger that their subject will give place to some of the latest fads of popular pedagogy.

The need of concerted action among history teachers was emphasized at the recent meeting of the Association of History Teachers of the Middle States and Maryland. Dr. Edgar Dawson, of Normal College, New York City, urged the co-operation of all history teachers in a campaign for the education of school administrators, school directors, and the community generally.

At the same meeting, Dr. E. W. Lytle, of the New York State Education Department, spoke in favor of a careful consideration of the place occupied by history in the high school curriculum proposed by the National Education Association.

Only by the widespread and intelligent action of history teachers will the desired effect be gained. The relation of history and civics to good citizenship, to business efficiency, and to life in general, must be made plain to the whole community. Every teacher of history should take his or her share in this work; not merely by speaking and lecturing upon the value of the subject, but by an activity in social service which would point the moral to the tale. He or she may sacrifice some of the very limited leisure at their disposal by attending teachers' meetings, or engaging in local enterprise, but the reward will be great both to the individual and the profession.



# History in the Secondary School

## History Reference Library for High Schools

CONTRIBUTED BY PROF. ARLEY BARTHLOW SHOW, LELAND STANFORD JR. UNIVERSITY.

At the summer session of the California State Teachers' Association, in July, 1910, Miss Maud F. Stevens, of the Palo Alto High School, presented before the History Section a report on "A Reference Library for High Schools." After debate, Miss Stevens' report was referred to a committee of three for further consideration. At the winter session of the History Section, in December, 1910, this committee reported the subjoined list of books. The members of the committee were Miss Ada Goldsmith, Mission High School, San Francisco; Mr. W. L. Glascock, San Rafael High School; Professor A. B. Show, Stanford University, chairman.

The books in the list were chosen primarily for the use of pupils rather than of teachers. In a more extended list larger attention should be given to the distinctive needs of teachers. So far as possible, also, all works have been excluded which are not clearly adapted to high-school uses. In every case where available, simpler and more elementary works have been preferred. The committee has also sought to keep in view the progressive character of the history course from the Ancient History of the first year to the American History and Government of the fourth year.

The committee was specially helped in its work by Andrews, Gambrell and Tall: *A Bibliography of History for Schools and Libraries*, and the Annual Lists of the North Central History Teachers' Association.

The changes made by the committee in Miss Stevens' Reference List are as follows:

### I. GENERAL WORKS.

This list has been added to Miss Stevens' bibliography.

### II. ANCIENT HISTORY.

Titles dropped: Abbott: "Greece," 5 vols.; Botsford: "Greece"; Bury: "Latin Roman Empire," 2 vols.; Dill, "Roman Society," 2 vols.; Holm: "Greece," 5 vols.

Titles added: Botsford: "Story of Rome"; Fowler: "Social Life"; Greenidge: "Greek Constitutional History"; Hosmer: "The Jews"; Mackail: "Latin Literature"; Murray: "Greek Literature."

### III. MEDIEVAL AND MODERN HISTORY.

Titles dropped: Periods of European History, 6 vols.; Montgomery: "French History"; Morris: "French Revolution."

Titles added: Archer and Kingsford: "Crusades"; Field: "Renaissance"; "Ages of European History," 6 vols.; Munro and Sellery: "Medieval Civilization"; Ogg: "Source-book"; Seebohm: "Protestant Revolution"; Seignobos: "Feudal Régime"; Thatcher and McNeal: "Source-book."

### IV. ENGLISH HISTORY.

Titles dropped: Church: "Early Britain"; Green: "Conquest of England," "Making of England."

Titles added: "Beard: "Introduction to English Historians."

### V. HISTORY AND GOVERNMENT OF THE UNITED STATES.

Titles dropped: Bourne: "Spain in America"; Doyle: "English Colonies," 3 vols.; Fiske: "Old Virginia and Her Neighbors," 2 vols.; "Dutch and Quaker Colonies," "American Revolution," 2 vols.; Larned: "History for Ready Reference," 7 vols.; Macdonald: "Source-books," 3 vols.; Semple: "Geographic Conditions."

Titles added: Andrews: "Colonial Self-government"; Bogart: "Economic History"; Dewey: "Financial History"; Earle: "Home Life"; Foster: "Century of American Diplomacy"; Hart: "Epoch Maps"; James and Mann: "Readings"; Morse: "Lincoln," 2 vols.; Paxson: "Last American Frontier"; Peck: "Twenty Years"; Rhodes: "United States," 7 vols.; Sparks: "Expansion"; Turner: "New West"; Woodburn: "Political Parties."

The cost of the Reference List of the committee is as follows:

General Works .....	\$19.45
Ancient History .....	65.05
Medieval and Modern History .....	55.47
English History .....	69.85
United States, History and Government..	125.60

Total .....\$335.42

These estimates make no allowance for discounts from publishers' prices. The entire list ought to be purchased for about three hundred dollars.

### I. GENERAL WORKS.

Adams: European History .....	Macmillan.	\$1.40
Andrews: Brief Institutes of General History.....	Silver, Burdett & Co.	2.00
Dow: Atlas of European History .....	Holt.	1.50
Fisher: Outlines of Universal History.....	American Book Co.	2.40
George: Genealogical Tables Illustrative of Modern History .....	Clarendon Press.	3.00
Ploetz: Epitome of Ancient, Medieval, and Modern History .....	Houghton.	3.00
Putzger: Historischer Schul-Atlas.....	Lemcke & Büchner.	1.15
Statesman's Year Book.....	Macmillan.	3.00
Wilson: The State .....	Heath.	2.00

### II. ANCIENT HISTORY.

Abbott: Pericles. (Heroes) .....	Putnam.	\$1.50
Abbott: Roman Political Institutions .....	Ginn.	1.50
Beesly: Gracchi, Marius and Sulla. (Epochs) ..	Longmans.	1.00
Botsford: Story of Rome as Greeks and Romans Tell It..	Macmillan.	.90
Bury: History of Greece. 2 vols.....	Macmillan.	8.90
Bury: Roman Empire .....	Harpers.	1.50
Capes: Early Roman Empire. (Epochs).....	Longmans.	1.00
Capes: Age of Antonines. (Epochs).....	Longmans.	1.00
Church: Carthage. (Stories of Nations).....	Putnam.	1.50
Church: Roman Life in Days of Cicero.....	Macmillan.	.50
Cox: Athenian Empire. (Epochs) .....	Longmans.	1.00
Cox: Greeks and Persians. (Epochs) .....	Longmans.	1.00
Curteis: Rise of the Macedonian Empire. (Epochs)....	Longmans.	1.00
Fling: Source Book of Greek History .....	Heath.	1.00
Fowler: Caesar. (Heroes) .....	Putnam.	1.50
Fowler: City State of Greeks and Romans....	Macmillan.	1.00
Fowler: Social Life at Rome in the Age of Cicero.....	Macmillan.	2.25
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## Suggestions on the Napoleonic Period

BY DANIEL C. KNOWLTON, PH.D., CENTRAL HIGH SCHOOL, NEWARK, N. J.

### Napoleon and the Directory.

So far as the secondary teacher of history is concerned, the Napoleonic period dates from the overthrow of Robespierre and the adoption of the Constitution of the Year III. The interval of the Directory was chiefly marked by incidents which owe their importance to their bearing on the elevation to power of the Corsican adventurer, Napoleon Bonaparte. "The interest of this epoch of the Directory," says Rose, "centers in Bonaparte's achievements and those of the French armies."\* Seeley also recognizes this fact, dividing the life of Napoleon into two periods which he designates as the Bonaparte period and the Napoleon period. These were essentially different in character, Brumaire marking the turning point. "In the first he is general, a servant of the State; in the second he is sovereign and master of the State." (p. 278.) With the opening of the Italian campaign of 1796, Napoleon looms up as the man of the hour—the Man with a Destiny, as he prefer to regard himself—and our attention must be focused more and more upon the doings of this child of fortune if we would understand the general trend of European development. The Directory interests us only as another one of France's numerous experiments in government. Aulard refers to it as the Bourgeois Republic. It is characterized by a decided reaction toward those conditions which prevailed under the *ancien régime* before the French people proclaimed the New Evangel of liberty and equality for all mankind. Someone has pointed out the fact that Robespierre might have played the role which Napoleon was so soon to assume as arbiter of the destinies of France, had he possessed sufficient genius or been animated by the same boundless ambition which marked the career of the latter. The Egyptian campaign, instead of marring a career begun under such favorable auspices beyond the Alps, served but to strengthen the hold which Napoleon had already secured over his countrymen. "The expedition," says Aulard, "adds a kind of Oriental prestige to Bonaparte's glory. Although he forsakes his army to return to France, he is regarded not as a deserter, but as a hero miraculously delivered." (Vol. IV., p. 138.) He showed himself from this time forward a veritable virtuoso in the art of turning other men's services and misfortunes to his own advantage. He had begun to absorb in his own person the fruits of the Revolution when he secured his appointment to the command of the Army of Italy; he consummated the work begun there, when with the help of Sieyès he overthrew the corrupt and inefficient government of the Directory and established himself as First Consul.

The Revolution of the 18th of Brumaire was but another evidence of the working of forces which had disclosed themselves at least as early as the year 1795. To paraphrase Napoleon's own words with reference to the Egyptian expedition (Johnston, *The Corsican*, p. 74); France awaited a man! The period of the Direc-

tory may therefore be presented as so many steps in the rise of Napoleon. From 1799 on to Waterloo the history of Europe resolves itself as never before nor since, into the most fascinating of studies, that of a commanding personality. Europe reflects the thoughts, the ambitions, the activities of a single individual. Although the question of how far Napoleon was moulded by circumstances and how far they moulded him offers much food for reflection (see in this connection the interesting study by Seeley) it is primarily the work of the secondary teacher to present the incidents in his life in such an interesting and pointed fashion as to fix his place in the century in which he lived, taking care to avoid an extreme view of his career. He was neither the personification of glory, nor was he the ruthless butcher who hewed his way to power regardless of the cost in human life and treasures.

### Supplementary Reading.

There is so much of the dramatic in the career of Napoleon that any suggestions which may be made by the instructor as to outside reading on the period will perhaps meet with a more hearty response than is usually the case. Every opportunity which presents itself of stimulating outside reading should be eagerly grasped. The teacher should be prepared, if need be, to suggest page and chapter, so that any interest already aroused may receive its due meed of encouragement. A few words dropped here and there as occasion offers, accompanied by some display of enthusiasm, may do much to realize one of the great objects of our teaching—the implanting of an abiding interest in the subject. If supplementary reading is required in connection with the course, it should be carefully planned so as to realize this end. Only those books, or portions of books, should be recommended which will hold the student's interest and whet his appetite for more reading of the same character.

### Bibliographical Aids.

It is not an easy matter to make suggestions on a subject about which so much has been written. Johnston estimates the number of books on Napoleon at forty thousand; so that to blaze a trail through such a mass of literature is the task of a lifetime of study. It is not our problem to furnish the secondary teacher with such a *Wegweiser* through Napoleonic literature. The teacher will find this already done by Robinson and Beard, "Readings in Modern European History," Vol. 1, pp. 407-410. (There is a similar effort made by Robinson in his "Readings," Vol. II, pp. 530-532, but the list is not quite so long); in the bibliographical notes to Johnston's "Napoleon"; in Bourne's bibliography to Fournier's "Napoleon"; in Vol. IX of the Cambridge Modern History; to a certain extent by Rosebery in his "Napoleon: the Last Phase;" and in similar works. No special effort has been made by these writers to differentiate between those books which are suitable

\*Rose, *Revolutionary and Napoleonic Era*, p. 117, characterized.

for the teacher and those which can be read with pleasure and profit by boys and girls of high school age; or again to indicate those portions which are the most interesting. Such is not their purpose. The nearest approach to such an effort is made by the North Central History Teachers' Association in their proceedings for 1910, in their list of recent books on medieval and modern history; in the Syllabus of the New England History Teachers' Association; and in the recent Syllabus of the New York Regents. This last course of study prescribes a definite amount of collateral reading in connection with the various courses outlined there.

The following list of readings which have been culled from some of the more accessible books are offered merely as suggestions.

On the early life and education of Napoleon, Chapter II on Brienne and Chapter IV on the Ecole Militaire de Paris in Brown- ing's *Napoleon: the First Phase*; Bourrienne, *Memoirs*,\* Vol. I, Chapters I-II on the Youth of Napoleon; and Robinson and Beard, *Readings in Modern European History*, Vol. I, pp. 309-312. (The same selections are to be found in Robinson's *Readings*, Vol. II, pp. 465-468.)

On the personality of Napoleon, Robinson and Beard, *Readings*, Vol. I, pp. 324-326, 3-55-356; (Robinson, *Readings*, Vol. II, pp. 486-489); Bourrienne, *Memoirs*, Vol. I, Chapter XXVIII, on the Habits, Character and Disposition of Bonaparte. Several descriptions of his appearance are to be found in the Appendix to Rosebery.

On the military aspects of Napoleon's career, Rope's *Napoleon* will be found good reading for the average boy. Marbot's accounts of Austerlitz (Vol. I, pp. 196-202), of Jena (Ibid., Chapter XXVI), and Friedland (Ibid., Chapter XXXII) will prove interesting as coming from the pen of an eye-witness. See also Dodge, *Napoleon*, Vol. IV, Chapter LXXV on Napoleon the Man and the Soldier, and the extracts in Robinson and Beard, *Readings*, Vol. I, pp. 314-323,

357-360; (Robinson, *Readings*, Vol. II, pp. 468-472, 474-480, 515-518).

On the closing years, Chapter XXIV on St. Helena, in the Cambridge Modern History (Vol. IX), should prove interesting; also Rose, *Napoleon I*, Vol. II, Chapter XLII on the Closing Years. These chapters also contain an estimate of his work.

In general Seignobos' *History of Contemporary Civilization* will be found to furnish much interesting collateral reading, especially pp. 152-155, 167-169, 176-180, 186-190. This may be said of Johnston's excellent biography. Almost every phase of Napoleon's life is illustrated in "The Corsican," edited by the same writer. It will prove more useful, however, in the hands of the teacher than as collateral reading. It abounds in epigrams and pertinent anecdotes.

The attention of the class should be called at the outset of the study of the period to the illustrations to be found in Sloane's *Napoleon*, and in Miss Tarbell's life of the conqueror. A very good set of reproductions of some of the famous paintings may be obtained from the Cosmos Pictures' Company (New York) at two cents each. These include the following subjects: Dumas, The Young Bonaparte at the Military School, Brienne; Greuze, Napoleon as Consul; Couder, Napoleon Before the Council of State; David, Napoleon as First Consul Crossing the Alps; Gautherot, Napoleon Wounded at Ratisbon; Gerard, Napoleon in Coronation Robes; Girodet, Napoleon Bonaparte; Gosse, Napoleon I at Tilsit; David, Coronation of Napoleon; Meissonier, Friedland, 1807; Meissonier, 1814; Gros, Napoleon at Eylau.

To this list may be added, Gerome, Napoleon Entering Cairo, and Bust of Napoleon; Vela, Last Days of Napoleon; the Arch of Triumph, the Palace at Fontainebleau, and the Throne Room in the Palace, published by the same company.

## The Causes of the "War Between the States"<sup>9</sup>

BY CHARLES R. FAY, ERASMUS HALL HIGH SCHOOL, BROOKLYN, N. Y.

This topic should delight the heart of the teacher with a broad outlook; it cannot be learned by rote; it involves tracing relationships; stimulates active thought; and is, in itself, worthwhile.

When the stage has been reached at which the causes of the great struggle are to be specifically studied, a review from this single standpoint of both the colonial and national periods, will itself constitute a study of those causes.

In dealing with the period of colonization and settlement, the teacher has, of course, emphasized the diverse factors that led to a development of plantation life and slave labour in the Southern and to a more varied industry and free labour in the Northern colonies; these physiographical dissimilarities and consequent divergence in economic development form the fundamental bases of cleavage in the convention of 1787; the "three fifth's compromise" and the postponement of possible abolition of the slave trade to 1808 played no inconsiderable role in rendering the new constitution acceptable to the states. In the contest for political preponderance another element is also at work in the convention; the "Connecticut idea," to which is due equal representation in the Senate of large and small states indicates the second source of the difficulties that later culminated in an internecine war. Shall the nation, or shall the states as such predominate? A partial answer only was given in 1789; the issue was postponed.

There are, then, two lines of development to be traced, viz: (1) Slavery, and (2) States Rights. If the teacher had prepared ahead for the Civil War, the pupils may have been required to start in their note-books two lists of topics, which are to be added to from time to time, and which are headed respectively, Slavery and States Rights. Under the former, he may have already entered "Introduced into Virginia in 1619," "Early views of Washington and Jefferson," "Ordinance of 1787," "3/5's Compromise," "No prohibition of the slave trade before 1808;" and under the latter perhaps he has written "The Connecticut Idea."

During Washington's presidency the first congressional debate on slavery occurs, and it was in 1793 that Eli Whitney invented the cotton gin; these should have been duly entered; at the end

of Washington's second administration fears of disunion were entertained, Jefferson declaring to Washington that "North and South will hang together if they have you to hang on;" and Washington's Farewell Address warned against sectional jealousy and political parties divided on geographical lines; "Farewell Address" should have placed under "Connecticut Idea."

John Adams' Administration gave rise to the Alien and Sedition Laws in answer to which the opposition party promulgated the Kentucky and Virginia Resolutions; these should have furnished entries for the pupil under the States Rights heading.

The purchase of the Louisiana territory in 1803 and the admission of Louisiana as a slave state led to threats of secession in New England, and should have been noted; likewise the plot of Aaron Burr and the extreme Federalists to form a Northern Confederacy; Jefferson's Embargo policy aroused in John Adams fears of a second New England plot for secession; and the Hartford Convention in 1814 was looked upon as an open threat by New England to leave the Union.

The effects of the cotton gin in fastening slavery upon the South and of the Louisiana purchase in making slavery a national question gradually made themselves felt; and before taking up the Missouri Compromise it will be well to ask the class to prepare two lists of states with dates of their admission, arranged as Free and Slave states. From this it will appear that in 1819, there were eleven free and eleven slave states; in 1820-21 the admission of Maine and Missouri balanced each other; the Missouri Compromise had, of course, been entered by the pupil under the slavery heading.

A dispute between Georgia and the national government over land within the limits of Georgia belonging to the Creek Indians (1825-1831), because of the political hostility of the House of Representatives, led to successful defiance of President John Quincy Adams by the state of Georgia; in 1830 occurred the Webster-Hayne debate; in 1831 Garrison founded the *Liberator*, and active anti-slavery agitation began in the North—all items for the pupil's lists.

\* Translation by Phipps in 4 vols.

† This is referred to as Bonaparte at Toulon by Browning.



At this point attention should have been called to the fact that up to 1826 organized opposition to slavery was three times as strong in the South as in the North; the Nat Turner insurrection of 1831, the New England Anti-Slavery Society, 1832, and the American Anti-Slavery Society, 1833, show that the question was becoming acute.

The Nullification by South Carolina of the tariff of 1832; John C. Calhoun's advocacy of states rights; Anti-Slavery petitions and the "gag rule," as well as the murder of Lovejoy and Wendell Phillip's conversion to Abolition should all have been noted by the pupil. In 1836 the slave states were increased by the admission of Arkansas and in 1837 Michigan was added to the free states.

The annexation of Texas (1845) and the admission of Florida (1845) were balanced by Iowa (1846) and Wisconsin (1848).

The Mexican War was, of course, charged to the account of slavery; also the Compromise of 1850, the Kansas Bill, 1854, the Dred Scott Decision, 1857, the Lincoln-Douglas Debate, 1858, the John Brown Raid, 1859, and the election of Lincoln, 1860.

The note-book entries in the pupil's book would read something like the following:

FREE STATES.	SLAVE STATES.
1789 1. New Hampshire	1. Delaware
2. Massachusetts	2. Maryland
3. Connecticut	3. Virginia
4. Rhode Island	4. North Carolina
5. New York	5. South Carolina
6. New Jersey	6. Georgia
7. Pennsylvania	
1791 8. Vermont	
1792	7. Kentucky
1796	8. Tennessee
1802 9. Ohio	
1812	9. Louisiana
1816 10. Indiana	
1817	10. Mississippi
1811 11. Illinois	
1819	11. Alabama
1820 12. Maine	
1821	12. Missouri
1836	13. Arkansas
1837 13. Michigan	
1845	14. Florida
1845	15. Texas
1846 14. Iowa	
1848 15. Wisconsin	
1850 16. California	
1858 17. Minnesota	
1859 18. Oregon	

## STATES RIGHTS.

Connecticut idea  
Farewell address  
Alien and sedition laws  
Kentucky and Virginia resolutions  
Admission of Louisiana, 1803  
Aaron Burr and New England Federalists  
Jefferson's embargo and New England  
Hartford convention, 1814  
Dispute with Georgia, 1825-1831  
Webster-Hayne debate, 1830  
Nullification in S. C., 1832  
John C. Calhoun  
Secession

## SLAVERY.

Introduced in Virginia, 1619  
Early views of Washington and Jefferson  
Ordinance of 1787  
3/5's compromise  
No abolition of slave trade prior to 1808  
Congressional debates in Washington's presidency  
Cotton gin, 1793  
Abolition societies in the South  
Missouri compromise, 1820  
"Liberator," 1831  
Nat Turner insurrection, 1831  
Abolition societies in the North  
J. Q. Adams and "gag rule," 1836  
Lovejoy murdered, 1837  
Wendell Phillips becomes abolitionist  
Annexation of Texas, 1845  
Mexican War, 1846-48  
Compromise of 1850  
Kansas-Nebraska bill, 1854  
Dred Scott decision, 1857  
Lincoln-Douglas debate, 1858  
John Brown raid, 1859  
Election of Lincoln, 1860  
Secession

## BIBLIOGRAPHY.

The most recent discussion of this topic that I have seen is contained in "The American Civil War" by John Formby, (Scribner's, 1910), Chapters I-III; consult also "The American Nation," edited by Hart; especially the volume by F. E. Chadwick, entitled, "The Causes of the Civil War," and the index of the series under titles Secession and Slavery; see also the index volume of the American Statesman series under titles Disunion and Slavery.

## From Marcus Aurelius to Diocletian

BY DANIEL C. KNOWLTON, PH.D., CENTRAL HIGH SCHOOL, NEWARK, N. J.

## Teaching Possibilities of the Period.

The death of Marcus Aurelius inaugurates a period of decline in the history of the empire which was marked by many symptoms which characterize the closing century of the republic. The period is of about the same length, beginning with 180 A.D., and closing with 284 A.D. This interval, which properly terminates when Diocletian ascends the throne, marks the transition from the limited monarchy of the second century to the absolutist conception of government which characterized the fourth. Although this century from 180 to 284 A.D. presents many chaotic features, it may be treated as a unit in the class room. Not only does it suggest many interesting points of comparison with the last century of the republic; it also anticipates many of the causes which were ultimately to compass the downfall of the empire two centuries later. It does not therefore lack in interest; at the same time it offers a great variety of suggestions as to treatment. For example, it is possible to work into its presentation many phases of the life of the imperial period without being forced to drag these into the narrative as is sometimes done, thereby breaking its continuity. The destruction of Pompeii in the reign of Titus has often been made to serve as the open sesame to a discussion of Roman life under the empire; such features, for example, as the plan of the

Roman house and its furnishings, and the details of everyday existence. Still it must be admitted that a digression at this point interferes seriously with the narrative proper and makes it increasingly difficult for the student to retain his grasp of the imperial period as a whole.

## The Introduction of Roman Life.

No one would insist that the period of the empire has the same value for the student as many other periods into which ancient history might be divided. In fact, there is a sameness about the story of the earlier centuries which makes it difficult to sustain the interest, or to fix the attention on the real progress which marks this part of ancient history. Ancient life is probably very much neglected in our present courses of study. A certain number of lessons on this aspect of ancient history might well replace many extended or detailed discussions of the doings of the emperors or the gradual transformation of the imperial government. These should not, however, be presented as so many digressions or excursions, but wherever possible, as integral portions of the history, and in such a manner as to show the progress which was being made toward a definite goal. The large number of books which have recently appeared on the life of republican and imperial Rome furnish a mine of well-arranged and interesting informa-

tion which was not available ten years ago. Some of these are of such a character as to furnish entertaining readings for the student, as for example, Johnston's "Private Life of the Romans," Seignobos' "Ancient Civilization," Boissier's "Cicero and His Friends," Tucker's "Life in the Roman World of Nero and St. Paul," Abbott's "Roman Life and Politics," and his recent book, the "Common People of Ancient Rome," Pellison's "Roman Life in Pliny's Time," Friedländer's "Roman Life and Manners under the Early Empire," and Shumway's "A Day in Ancient Rome."

#### Analysis of the Period and Lesson Assignment.

It is possible to make the century under consideration serve at least three purposes, and still have it convey a sense of unity: (1) as an introduction to Roman life in the imperial period; (2) as an illustration of the fundamental weaknesses of the Roman social, political, and military organization, and (3) as an introduction or explanation of the reigns of Diocletian and Constantine and their successors. These last two objects may be easily realized by selecting certain well-defined characteristics of the century and making these the basis for the discussion of the reforms of Diocletian and Constantine. The following outline suggests the relation of this interval to the history of Rome under the empire and may be used by the student as a guide in preparing himself for the discussion of the class room. As this period is usually conceived as one in which the army was a potent factor, the topic might be phrased as follows:

#### THE DOMINATION OF THE ARMY AND THE DECLINE OF THE EMPIRE.

- (A) Power and influence of the praetorian guard.
- (B) The times of the Severi. 195-235 A.D.
  - 1. Septimius Severus and the struggle for the throne.
  - 2. The Edict of Caracalla, 212 A.D.
  - 3. Alexander Severus and his campaigns, 222-235 A.D.
- (C) The Thirty Tyrants and the disintegration of the empire.
- (D) Partial Restoration under the Illyrian Emperors.

In assigning the topic it would be well to make clear to the class that they are to study the epoch primarily with a view to ascertaining the tendencies which mark the century, utilizing as far as possible the information contained in the textbook to illustrate these tendencies. They should be prepared to answer such questions as "What sort of a period was this in the history of Rome?" "What facts have led you to these conclusions?" Questions on this line will help bring out the salient features of the interval. These should be clearly formulated in the mind of the instructor beforehand, so that he may emphasize each when the time comes and leave a vivid and clear-cut impression of the century upon the mind of the student. The events of this interval determined the conditions under which Diocletian and Constantine were to labor and serve as the key to an understanding of their respective measures. Some of the more serious of the influences at work were the result of (1) the rise and spread of Christianity, (2) the activity of the barbarians, particularly along the Danubian and Eastern frontiers, (3) the power and influence of the army, (4) the moral decline and the growth of luxury, (5) the number and weakness of the emperors, and (6) the Germanizing of the frontier provinces.

By questioning the class as to just how far Diocletian and Constantine appreciated the situation and grappled with its problems, the instructor is able to establish their connection with the past and the bearing of their reforms upon the future. The time and attention which has already been given to these topics will determine the amount of time which should be devoted to them at this point. Many of the scattered threads may now be brought together with advantage, with a due regard to the relative importance of each factor in the situation.

#### Value of Illustrations.

A carefully selected illustration or anecdote will convey more meaning to the class than mere generalizing without recourse to specific instances. Of such a character would be the injunction of Septimius Severus to his son, "Content the soldiers and you may despise the rest"; or again the career of Elagabalus as an illustration of the character of the wearers of the purple. The pages of Gibbon will often serve this purpose. The writers of the Silver Age may be drawn upon to illustrate social conditions, especially the gradual moral decay which was sapping the vitality of the people, care being exercised to point out that conditions were perhaps not quite as widespread or hopeless as these writers would lead us to believe. A résumé of Roman life and customs could be introduced at this point either in the form of special reports or by bringing together the scattered portions of the textbook which throw light on this aspect of the history. When writers like Tucker, Abbott and Friedländer present such subjects as the position of women, touring under the empire, means of communication, Diocletian's Edict and the high cost of living, municipal politics in Pompeii, the career of a Roman student, the social day of a Roman aristocrat, children and education, it should prove an easy task to convey a clear-cut impression of the Roman himself, the chief factor in the progress or decline of a given epoch. How much more satisfactory is the feeling with which we close the pages of Roman history if we know that the student has come into contact with the actual life currents which ebbed and flowed in these centuries.

The problems before Diocletian and Constantine call to mind the tasks which confronted men like Sulla, Caesar, and Octavius, and the study of this period, therefore, affords an excellent opportunity for a stimulating review, in which the causes of the decline in each case may be carefully contrasted. These two centuries, namely from 133 B.C. to 27 B.C. and from 180 to 284 A.D. were two important periods in Rome's development. Upon their clear understanding hinges largely the student's grasp of the entire subject.

#### Bibliography.

The last two chapters in Seignobos's "History of Ancient Civilization" are well worth reading for the light which they throw upon this period. Mention should also be made of his "History of the Roman People," Chapter XXV; "Grant's Outlines of European History," Chapters VII-VIII; Davis's "Outline History of the Roman Empire," Chapter III, and pages 163-175, and Goodspeed's "Ancient History," pages 409-415.

## A Method of Teaching Municipal Government

EDGAR W. AMES, HEAD OF THE DEPARTMENT OF HISTORY, TROY HIGH SCHOOL, TROY, N. Y.

There is a greater need for the careful teaching of the city and its government than for that of any other of our political institutions. The system of municipal government is to-day the least successful of any of the plans drawn up by our forefathers for the regulation of our affairs. This is largely because it was based originally to a large extent on that of English cities, and as the new conditions have arisen, modifications have been made, so that now the "general system represents an irregular growth of over one hundred years instead of a systematic and well-defined plan such as exists in our national and state governments." These irregularities make city government a subject not only difficult to teach, but also one in which it is difficult to arouse interest. To teach it properly, one must have a definite object in view that the irregularities may be cleared away, and municipal government be as clearly understood as that of our nation and our State.

The reasons for this definiteness are manifold. First of all the

great mass of population is crowding into our cities. Thither flows the great tide of immigration, bringing with it the many foreigners with their false ideas of freedom,—a freedom which deals only with the individual, and has no care for the rights of others. Into this "melting pot" come the inhabitants of all the world, and it is the problem of the teacher of civil government to be sure that a proper product is the result of the "melting."

Again, in the city we reach the greatest number with the least effort, and so the greatest results may be accomplished. Two-fifths of all the people of the United States live in cities of more than 8,000 inhabitants, whereas twenty-five years ago, less than one-fifth of our population dwelt in cities. This shows that the need for proper teaching of city government is greater than ever before.

If the questions arising in the dense centers of population are solved, then those arising in State and nation may be readily



answered. It is a well-known fact that many cities are governed by the "boss" and his corrupt coterie, whose only business is politics, their only care their private interests. As the municipal government involves the expending of a large amount of money, greater in proportion to the population than any other governmental division, it is evident that the citizens should be as interested as possible in this matter. If the children are being trained to interest themselves in these problems, a class of citizens is being raised up to fight corruption and bad government in its centers, and the regeneration of government will start there.

Naturally the great cities contain the great centers of thought and in them start the greater part of the movements for the uplift and betterment of the race. This follows as a result of the many new conditions which arise there, and the correct solution of the problems arising from these new conditions may be applied universally. On the other hand, many of the serious questions which have arisen in the different municipalities might have been easily avoided if the conditions which gave them rise had been studied in the public schools.

The average citizen is too busy, or too apathetic to spend time on city affairs, sometimes even too busy to vote. The only way to combat this indifference, and to remedy it, is to teach the children what a serious thing this indifference is. "All for the city, the city for all," is the rallying cry of many municipalities to-day, and the meaning of this slogan is being taught to the children in the kindergartens. In such cities, the growth toward better government is very marked. Rochester, N. Y., is a notable example of this.

The great business corporations have their places of business in the cities. Here they may be studied at close range. Here may be noted the working of the great company that is acting within its rights, rights which are granted by a lawful and proper franchise. Too often, may be as readily noted the greed and lawlessness of a corporation; its oppression of the poor, its lack of observance of the law, and the illegal business methods which have been too much in evidence during the past years. Who is to combat this disregard of law? Who will solve the problem of proper control of the corporations? The only answer can be, the students who have been trained in the schools to stand for civic decency, and civic honesty. In their hands lies the solution of all these questions.

Such being the conditions which confront the teachers of civil government in the cities, and such being some of the problems to be solved, what is the best method of approach by which to reach the average boy and girl in a city school? The psychological basis for such an approach is the same as that for any other subject, i. e., attention, and attention must be aroused by interest. Dexter and Garlick in their "Psychology in the School Room," define interest as "the name given to the pleasurable or painful feelings which are evoked by an object or an idea, and which give that object or idea the power of arousing and holding the attention," and they quote, "Whatever does not interest the mind, that the mind is indifferent to, and whatever it is indifferent to, is to that mind as if it had no existence."

The former method of approach was to begin at the home, as this was the most elementary form of government. This method is perhaps psychologically correct, as it follows the axiom—"from the known to the related unknown,"—but it did not seem to produce results. Interest is dependent on a certain amount of similarity; the connection with what is pleasurable or painful; and curiosity. The home is too often not a center of interest. The perfect familiarity with all its surroundings makes the child oblivious to the home as a form of government and so it becomes valueless as a basis for our work in the study of government. On the other hand, we know that the young of all animals are full of curiosity,—all nature students, whether "fakirs" or not, agree in this, and the human young are no different from those of other species. The child is a human interrogation point, and it is the province of the teacher to turn this curiosity in the right direction.

It would seem that the makers of the Syllabus in Civics, recently issued by the Regents of the University of the State of New York, had this latter method of approach in mind when they formulated the work to be followed by the cities. They begin to work in the city street. A great part of the average city child's time is spent there,—on his way to and from school, at his play, or going about his manifold business. No matter what he is doing, or where he is going, if he is in the street, he is coming in contact with city government. He sees the policeman patrolling

the street; he sees the telephone and telegraph wires crossing and recrossing the street, and the ugly poles on which they are raised aloft. If he rides to school he goes on the electric or elevated trains, in an automobile or on a bicycle. If he walks, he goes along the city pavements, noting perhaps, the street noises, the cries of the push-cart man, the jangling bells of the junk buyer or the mournful shoutings of the "old clo'es" dealer. He sees the steady stream of traffic going in each direction, with little or no disorder, all obedient to the uplifted hand of the policeman. All these facts are crowding in upon the consciousness of the child, and all that is necessary is to focus this consciousness into attention to a particular object to have the pupil intensely interested at once.

We have said that the pupil was a living question mark. Let him make a list of the street activities that he has seen on his way to school and try to solve their relation to the city government. There will be no lack of interest and the questions will begin to come. What right have trolley cars to use the middle of the street? How do they obtain this right? Why is a certain kind of pavement used in one street, and another sort in the next one? Who decides this? Who has the right to put up a notice that if we spit in the street or other public place, we are liable to a fine? Why do the vehicles on one side of the street go in one direction, and those on the opposite side go in the other direction? What becomes of the offender whom the policeman takes to the station house? Has he any rights, and if so what are they? Questions enough will soon be asked to develop the fact that there are the three great departments of government, and from this it will be easy to lead the pupils to ask how these officials obtain power, and how they know what their duties are. This will bring about a discussion of the city charter, the history of the formation and growth of the city, and its relation to the State.

The point has now been reached where the co-operation of the city officials may be asked for. It will be much more interesting for the class to hear them explain their powers and duties, than to study these facts from a text-book, or from the city charter.

This help may be obtained in two ways. The teacher may go to the city officials and ask them to write out their ideas as to the responsibilities and duties of their office. He may then have their signed statements mimeographed, and copies of them placed in the hands of the students. The better way, however, is to permit the pupils to appoint committees from their own number to obtain these statements. They then receive the facts at first hand, and get into actual touch with the city government.

Even if the departments are visited, and these statements obtained, it is very important that some of the city officials should meet the class and talk to it on some topic connected with the making of a good city. This the municipal officers will be pleased to do.

In many cities are commissions of various kinds, or certain philanthropic individuals who investigate such conditions in the city as are not commonly noted; e. g., those who investigate tenement house conditions and offer suggestions for their improvement. An address from one who has made a study of such subjects in one's own city would do more to arouse the interest and secure the help of the children than the mere study of books would ever accomplish. Notes on such addresses should appear in the student's note-books.

When the study of the law-making department is taken up, permission should be obtained for the students to attend the deliberations of the common council. It is even better for the members of the class to be formed into a common council, with members properly elected, the proper presiding officer chosen, and with regularly held sessions. Ordinances for civic betterment should be introduced, debated and voted upon. The entire discipline in some schools is carried on by such a body, acting under faculty supervision.

In addition to the discussions which arise concerning the various departments of government, questions will arise in regard to the city utilities. How are franchises granted to railway and other corporations? How do other companies or individuals receive permits to do business in the city? How is the city water supply regulated and kept pure? What precautions are taken to care for the health of the city? How is its waste and garbage disposed of? Besides these specific queries, the general one of private versus municipal ownership should be discussed. The easiest way to accomplish such discussions may perhaps be found in debate. It must be clearly stated to the debater, that such a debate must be prepared very carefully. The class should be required to take notes on such work,

reproducing in their note-books what is said in the class-room and making this the basis of future study.

In some schools these debates take place in "civics" clubs, formed for the discussion of municipal problems. It is not necessary that the membership be limited to those studying civics, but anyone who is interested in his city should be admitted to such a society and take part in the discussions.

Though the work outlined above refers particularly to the pupils in the high school, yet it may be as readily adapted for use in the grades. The reasons given for the study of the city government are stronger in the elementary schools than they are in the high school, for the mental habits of the children are less formed and therefore their co-operation in good government will be more easily secured. The improvement league of the city should enlist the help of the children, and its work will be much lessened by intelligent use of their help. In many cities junior civic leagues are being formed, having for their object the training of the children in civic matters. Their help is enlisted for clean streets; they are taught to observe the law while playing on the streets; to look out for the rights of others, and, in general, to grow up useful, law-abiding citizens and to be proud of their city.

When the pupil's own city has been thoroughly discussed, its government should be compared with that of other cities. The

questions should be asked: "Wherein is my city lacking?" "How can what is lacking be brought into the life of my city?"

From the above plan of teaching we may expect certain definite results. First, the student will learn certain facts about his own city. Second, a better city will result—better in an exterior aspect, and better in its moral uplift. It will be easy to get rid of the bill-boards, with their staring, and, too often, vicious displays, if the sentiment of the children is aroused against them. There will be no trouble in getting parks set aside, playgrounds opened, and the city generally beautified, if the children are thoroughly awakened to the need of these things. In the present, they will arouse their parents to demand good government, and in the future they will be able to demand it for themselves. When they come to vote, they will be able to demand that the "boss," entrenched behind the city patronage, shall be driven from his place, and that the corporations shall give full value for the rights that they have procured from the people. Third, as soon as a child begins to feel that it is *his* city, and that he has a personal responsibility in its activities, at that time begins his growth in good citizenship. This growth reacts on the making of a better city, for the basis of good city government is a body of citizens which make the welfare of their city their own welfare, and which work together for a "city beautiful."

## Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

### NOTES.

Dr. Edwin S. Corwin has been elected professor of politics in Princeton University.

Mr. Henry Aaron Yeomans has been appointed Assistant Professor of Government at Harvard University.

The State Senate of Virginia has defeated a bill requiring civic training to be given in all the high schools of the state.

Mr. William S. Anderson will publish this year with Moffat, Yard & Co., a work upon "Smuggling in the American Colonies."

The Yale University Press will this spring, publish "The Origin of the English Constitution," by Prof. George B. Adams.

Harvard University has purchased the library of Marquis Olivart, one of the most complete libraries of international law in existence.

Mr. W. C. Westerguard has resigned from the Alameda (Cal.) High School, and is now pursuing graduate study at Cornell University.

Messrs. Geo. P. Putnam's Sons announce for early issue "Woodrow Wilson and New Jersey Made Over," by Miss Hester E. Hosford.

The anniversary of the Mecklenburg Declaration of Independence will be observed in Charlotte, N. C., as usual on the twentieth day of May.

Dr. C. R. Atkinson, of Ursinus College, will give courses in Comparative Politics and American Government in the Summer School at Oberlin College.

Professor G. W. Knight, professor of American History at Ohio State University, is a delegate from Columbus to the Ohio State Constitutional Convention.

The "Journal of Education," Boston, in its issue of January 18, had an interesting article by Mr. H. W. Edwards, of Berkeley, Cal., on "The Teaching of Peace."

The Mississippi Teachers' Association will meet at Gulfport on May 2, 3, 4, 1912. A portion of the program will be devoted to history. The program will be issued about April 1.

Professor William M. Sloane, who occupies the Theodore Roosevelt professorship at the University of Berlin in 1912-1913, will lecture upon the history of political parties in the United States.

Columbia University has introduced an innovation in the form of a series of lectures to be given at the University on Monday afternoons by the principal officers of the New York City Government.

Brown University has received a gift of the library of Col. George Earle Church, London. The library consists mainly of works upon South America and Central America and includes many rare volumes.

Mr. George F. Strong, librarian of the Hatch Library, Cleveland, Ohio, has arranged an exhibition of publications of historical interest in connection with the development of the colleges and universities in the Middle West.

The University of Wisconsin has inaugurated a "Forward Wisconsin" movement in which the University aims to study the social and economic problems of the state, to strengthen the student activities, and to make them conducive to better citizenship.

The May First Club, a California organization of about forty men teachers met on February 17. The speaker was Rev. Bradford Leavitt, of the First Unitarian Church, San Francisco, whose topic was "The Value of History from the Point of View of a Minister."

Mr. Fletcher Harper Swift has published through Henry Holt & Co., a "History of Public Permanent Common School Funds in the United States, 1795-1905." More than one-half of the work is devoted to an account of the public school funds in each one of the States.

Leaflets 27 and 28 of the (English) Historical Association contain an account of The American Historical Association by Professor J. W. Prothero, and a paper on "Some Influences of the Geography of Northumberland upon its History" by G. H. Thomson.

Miss Nellie Hammond, of the Woburn, Mass., High School, has organized the "City of Woburnia" among her pupils in Government, and the inauguration of the new city government took place recently in the High School before a large audience, which included many members of the actual Woburn city government.

The Filson Club has just issued number XXVI. of its publications, devoted to "The Kentucky Mountains: Transportation and Commerce, 1750-1911," by Miss Mary Verhoeff. The work includes a geographical introduction describing the region, and then an historical account of the transportation and commerce through the mountains.

The Middlebury (Vt.) College Bulletin for October, 1911, contains a paper by Professor Raymond MacFarlane, giving a list of one hundred books composing a high school teacher's professional library. Among the several topics under which works are listed, are History, Biography and Methods of Instruction in History, Civics, and Government.



"The Common Cause" is a new publication devoted to opposition to Socialism, giving aid to promote means to defeat it, but interested positively in many worthy reforms. It maintains a free publicity bureau, a free information bureau, and a list of lecturers upon Socialism. The paper is published by The Social Reform Press, 154 E. 23d Street, New York City.

There has been prepared under the direction of the Secretary of State, an "Outline of the Organization and Work of the Department of State," a pamphlet published by the Government Printing Office. This work gives not only a brief history of the department, but also an account of the duties and functions of the several bureaus and officials of the department.

Many suggestions have been made in the present Congress for the erection of a memorial to President Lincoln. In addition to the proposed national highway, a monumental structure in Washington has been proposed. Now Representative W. G. Sharp, of Ohio, suggests the establishment of a national vocational school as the most appropriate memorial to Abraham Lincoln.

An editorial in "The Nation" for January twenty-fifth, called attention to the difficulty which history students have experienced in obtaining access to the records of the War Department. The editorial called forth a series of letters from historical scholars, endorsing the views expressed in the editorial. Some of these letters were printed in "The Nation" for February twenty-second.

The American Historical Association has sent out its annual notices of the terms of competition for the Justin Windsor Prize in American History and the Herbert Baxter Adams Prize in European History. Details in connection with the awarding of these prizes, each of which amounts to two hundred dollars, may be obtained from the respective chairmen, Professor Claude H. Van Tyne, University of Michigan, and Professor George L. Burr, Cornell University.

Dr. Morris Jastrow, Jr., contributes a letter to "The Nation" for March fourteenth, calling attention to the important discovery of a cuneiform tablet by Prof. Vincent Scheil, of Paris. The tablet makes possible the successive enumeration of five dynasties of kings ruling in the Euphrates Valley before the dynasty of Ur. It confirms the knowledge of Sargon's humble origin, and it brings forward the name of the oldest female ruler in the world, a woman named Azagbau.

The educational possibilities of the moving picture show have scarcely been realized. A step in this direction is made by The Rev. Herbert A. Jump, Minister of the South Congregational Church, New Britain, Conn., in a pamphlet entitled "Religious Possibilities of the Motion Picture." While dealing mainly with the religious aspects of the subject, Mr. Jump gives many details relating to moving pictures. Copies of the pamphlet can be obtained upon remitting five cents to Mr. Jump, to cover postage.

In the minutes of the sixth annual meeting of the New York State Examinations Board, it was voted that a special committee consisting of Superintendent Maxwell, President Rhee, and President Finley, be appointed to report to the Commissioner of Education within the next three months, a plan for an educational museum, to be established in the Education Building connected with the State Education Department. Certain alcoves will be devoted to special high school subjects, and History will be one represented.

Through the generosity of Mr. Gardiner M. Lane, the Department of the Classics, Harvard University, offers a course of six lectures on "Life and Letters at Athens, from Pericles to Alexander," by Paul Shorey, Ph.D., LL.D., Professor of Greek at the University of Chicago. The lectures will be given in the month of March, and include the following topics: The Age of Pericles; Aristophanes; The Case of Euripides; The School of Athens—Plato and Isocrates; Demosthenes and the Lost Cause; From Aristophanes to Menander—Life and Letters in the Little Athens of the Fourth Century.

The third conference of the Western Economic Society was held in Chicago, on March the first and second. It was devoted to a discussion of a topic interesting to historians, as well as to economists, "The Regulation of Industrial Combinations." Among the speakers were: Prof. Ernest Freund, of the University of Chicago; Prof. H. S. Smalley, of the University of Michigan; Prof. G. P. Hall, Dean of the University of Chicago Law School; Prof. H.

Parker Willis, of George Washington University; Prof. C. W. Wright, of the University of Chicago; Prof. J. W. Jenks, of Cornell University; and Prof. Edwin S. Meade, of the University of Pennsylvania.

There has been formed at the University of Missouri, a history club, composed of members of the history faculty and of students especially interested in historical study. The club meets once a month, usually at the home of one of the faculty members. The affairs of the club are directed by a committee composed of one faculty member, one graduate student, and one undergraduate student. The program for each monthly meeting has included a fifteen minute or half hour discussion of current history, a fifteen minute paper upon some world-famous historian, and closes with a twenty minute paper, followed by an open discussion, upon the relation of History to some closely allied subject such as Literature, Sociology, Geography, or Economics. The club has had a successful year.

The United States Bureau of Education, at Washington, D. C., possesses a special pedagogical library of more than one hundred thousand volumes which, while primarily a working collection for the Bureau itself, is also designed to serve, as far as possible, as a central reference and circulating library for educators throughout the country. In some respects the library is the best equipped in the country and it has particularly good files of school reports of the states and cities, documents and reports of universities, colleges and schools, transactions of educational associations and educational periodicals. The resources of the library are open to the use of scholars both by means of the reading room facilities furnished in Washington, and also through the liberal inter-library and personal loan system, which has been established.

#### VASSAR ALUMNÆ.

The sixteenth annual meeting of the Vassar Alumnae Historical Association was held at Vassar College on Saturday, February 24, 1912. The subject of the meeting was "What Have Vassar Alumnae Done for the Promotion of Historical Studies?"

On Friday afternoon Dr. Lucy E. Textor, who spent the past summer in Russia, spoke on "Life on a Russian Estate."

On Friday evening Professor Theodore Clarke Smith, formerly of Vassar, now of Williams College, gave the annual Washington's Birthday address on "Iconoclasm in the Writing of History," apropos of recent criticism of Washington.

The members of the Senior Class reproduced on Saturday evening a session of the General Court of Massachusetts, debating impromptu the questions at issue between England and America in the American Revolution.

#### NEW ENGLAND ASSOCIATION.

The work of revising the catalog of "Aids to Historical Teaching," the collection of the New England Association at Simmons College, is going on rapidly, and the new catalog is expected about May 1. Mr. M. L. Bonham, Jr., Simmons College, is chairman of the committee.

The principal papers read at meetings of the New England Association will be published in THE HISTORY TEACHER'S MAGAZINE, and the annual reports of the Association will be discontinued. Copies of the MAGAZINE containing the papers will be mailed to all members.

#### OHIO HISTORY TEACHERS.

A resolution favoring the formation of a state history teachers' association in Ohio was adopted at a meeting of teachers in Cincinnati, on Saturday, March 16. The occasion was the session of the history section of the eighth annual conference of the secondary school principals and teachers of the schools accredited to the University of Cincinnati.

Mr. D. C. Shilling, of the Hamilton, Ohio, high school, acted as chairman of the history section. In an address upon "American Writers of European History," Mr. James F. Dilworth, of the University of Cincinnati, pointed out that since 1908 at least nineteen creditable books and monographs by eleven different American writers, had been published. Professor Merrick Whitecomb, in the following discussion, emphasized the advantages of European history as a field for monographic work.

"The Social Sciences for Commercial Students" was the title of a paper read by Mr. Frank P. Goodwin, of the Woodward High

School, Cincinnati. Mr. Goodwin urged the omission of political and dynastic details in commercial courses, and the inclusion of more facts of a social, economic and industrial character. Miss Ella Mae Cope, of Hamilton, Ohio, in speaking of the training of the high school teacher of history, favored a broad college course, followed by specialized work in history in the graduate school. She emphasized the necessity of *knowing history* as well as *knowing methods of teaching*.

Miss Marie P. Dickoré, of Cincinnati, gave a strong argument in favor of a state history teachers' association. She showed that the teachers of language, mathematics, and science had already organized, and that it was time for history teachers to take similar action. A resolution favoring such an organization was passed by the conference.

At the November, 1911, meeting of the Central Ohio Teachers' Association, a committee, of which Mr. D. C. Shilling, of Hamilton, Ohio, is chairman, was appointed to prepare a plan for a state organization. The chairman will be pleased to correspond with Ohio teachers of history who are interested in the movement.

#### MIDDLE STATES ASSOCIATION.

The Annual meeting of the History Teachers' Association of the Middle States and Maryland was held at Normal College, New York City, on March 8 and 9. Two sessions were held, one on Friday afternoon, and the other on Saturday morning, Friday evening being left open as experience had shown the difficulty of holding evening meetings in New York City.

The afternoon session was devoted to a consideration of the subjects of certification of history teachers, and the teaching of economics in the high school. Professor Edgar Dawson, of Normal College, read the principal paper upon the first topic. He pointed out that more preparation is needed before the teacher begins to teach history. Germany, France and the state of California had already gone far in this direction, said Prof. Dawson; and much must be done in other states before the history teacher can gain a more dignified position and a larger salary.

A requirement both as to the time spent in preparation, and as to the content of the course, is needed in the territory covered by the Middle States Association. The time limit should be at least that required to receive the bachelor's degree; with one more year for teachers in large high schools; and a second additional year for those schools, in which all the time of the teacher is devoted to the subject of history.

For the content of the course, Dr. Dawson recommended a liberal education, including two languages, biology, and logics or mathematics; special courses in history occupying at least one-third of the entire course; and pedagogical courses including practice and observation, to the amount of one-tenth of the course. Dr. Dawson closed with an appeal for the education of school administrators, the general public, and the colleges and universities, to a realization of the urgent need of better prepared teachers of history. His paper will be published in full in *THE HISTORY TEACHER'S MAGAZINE*.

In the discussion which followed, Miss Sarah A. Dynes, of the Trenton, (N. J.) Normal School, agreed with Prof. Dawson's plan. She emphasized the necessity of observation work with actual classes, and called attention to the fact that a college degree was not sufficient for the history teacher—the teacher must have had good training in history in the college course. Miss Dynes advocated the study of the lives of eminent historians in order to understand their problems and methods of work.

Mr. Alexander L. Pugh, of the High School of Commerce, New York City, read a report from the committee, upon the teaching of economics in the high school. The report was in the form of answers to three questions: Why teach political economy in the high school? Can it be taught in the high school? How shall it be taught?

First, economics should be taught in the high school because of the many economic problems facing the every-day citizen; because its reasoning methods are closely akin to those used in ordinary life; because history teachers are emphasizing industrial and economic history, but are giving no adequate organization of the facts so presented; and because only one person (college graduates) in five hundred will receive training in economics if it is not given in the high school.

Second, Can economics be taught in the high school? Many persons urge that it cannot, because there are no adequate text-

books and no trained teachers, and because the subject is too difficult. Mr. Pugh pointed to the large display of text-books he had placed on the table as answer to the first objection. He said that history teachers had usually studied the subject of economics and were qualified to teach it to high school students. He said that it had been taught successfully in the first year of the New York High School of Commerce for the past seven years. The material was so vast that it is possible to select that part of it fitted to students of any particular grade.

Third, as to how economics should be taught, Mr. Pugh advised putting it into the fourth year of the high school course in place of higher mathematics or second year physics. There should be a small text-book to give the theory; and in the second half of the course a study of special problems, such as the trusts, money, labor and transportation. In commercial courses the economics should occupy two years and should be preceded by a strong course in commercial geography. In agricultural schools, it should take the form of the economics of agriculture.

In the discussion which followed, the suggestion was made and opposed that sociology be put in the high school course. The fear was expressed that economics might take some of the time devoted to fourth year history, but it seemed to be the general opinion that it should take its own place among the subjects fit for high school study, and that history should not be sacrificed to it any more than any other subject might be compelled to yield to the incorporation of a new course in the curriculum. Among those participating in the discussion were Miss Byrnes, Messrs. Lytle, Schuyler, and Knowlton.

The committee was thanked for its report, and continued for another year with the request that a syllabus be prepared for high school economics.

Historical geography was the general topic for the Saturday morning session. Professor William R. Shepherd read a stimulating paper, treating of the relation of geography to history, and of the desirable qualities in historical maps and atlases. Professor Shepherd held that geography is an ultimate determinant of history; it furnishes the space relationship in which men's actions take place in a time relationship.

The inadequacy of present historical maps, and the qualities they should possess were next discussed by Dr. Shepherd. Upon the mechanical side he demanded greater accuracy and clearness in drawing maps; the exact locating of places; harmony and uniformity in the color schemes; and elaborate legends to make the maps fully intelligible. In the matter of content, he advocated a wide range of maps for the historical student, including physical and political maps; maps showing treaty adjustments, political, social and economic development; reference maps containing all the places the location of which might be useful; plans of cities; contemporaneous maps, and many other forms. In maps relating to United States history he would study the location and migration of Indian tribes; the full treatment of all parts of the country, not only the thirteen English colonies; and the supreme emphasis upon the westward movement, with its manifold variations.

Professor Shepherd's paper, it is hoped, will be available for publication in an early number of *THE HISTORY TEACHER'S MAGAZINE*.

Miss Elizabeth Briggs, of the Horace Mann High School, New York, spoke upon the knowledge, or rather, the lack of knowledge of historical geography upon the part of secondary school pupils, as shown in the answer papers submitted to the College Entrance Examination Board. Up to 1905, the answers upon historical geography were uniformly rated lower than the answers to any other history questions. Since 1905 there has been a gradual improvement, until in 1910 and 1911 the geography answers were rated at about the same value as other history answers.

Mr. Joseph F. Sheehan of Public School, No. 153, Brooklyn, showed what was done in his school in encouraging the study of local historical geography. Gravesend, the oldest English settlement on the western end of Long Island, is now included in the region of his school; and the scholars are encouraged to study the history and visit the sites of interesting places in connection with this original settlement. A lively discussion followed the reading of these papers.

At the business meeting, the following officers were elected: Prof. Edgar Dawson, Normal College, President; Mrs. B. Walker, of Washington, D. C., Vice-President; Prof. Henry Johnson, Teachers College, Columbia University, Secretary-Treasurer; ad-



ditional members of the council, Dr. James Sullivan, Prof. William E. Lingelbach, Dr. Albert E. McKinley and Samuel B. Howe, Jr.

In addition to the standing committee on economics in the high school, new committees were appointed to investigate the amount and kind of historical geography taught in the secondary school, and to examine into the preparation and certification of high school teachers of history. A resolution was adopted that at some future meeting the association would discuss the report of the

National Education Association on the high school course, so far as it refers to the units in history. The council was instructed to call the next meeting for November 29 and 30, 1912, at Philadelphia, at the time of the annual meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

The sessions closed with a very enjoyable luncheon tendered to the members of the Association by the Normal College.

## Bibliography of History and Civics

PREPARED BY A COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, WAYLAND J. CHASE, THE UNIVERSITY OF WISCONSIN, CHAIRMAN.

FERRERO, GUGIELMO. *The Women of the Caesars*. New York, The Century Co., Pp. 337. \$2.00.

One has learned to expect from Ferrero's writings a vivid, dramatic presentation that will be intensely interesting, and views that differ decidedly from the accepted accounts. These characteristics are all found in this book which consists mostly of articles which have been published in the *Century Magazine*.

For the teacher of Roman History the most valuable of all is the introductory chapter on "Woman and Marriage in Ancient Rome." The remaining chapters are: Livia and Julia; The Daughters of Agrippa; Tiberius and Agrippina; The Sisters of Caligula and the Marriage of Messalina; Agrippina, the Mother of Nero.

The author's thesis is that Roman marriages and divorces were social and political "arrangements," and therefore, he has given political history with the character sketches. In comparison with Greek women, the Roman matrons enjoyed a free and independent position and exerted an important, although an indirect, influence on politics. (To an American this may seem a very restricted freedom and hardly more than a decorative slavery).

While the author's views differ widely from established opinions regarding Julia, Livia, the two Agrippinas, and Messalina, he furnishes no new facts as proofs, no investigations of inscriptions or monuments. Tacitus and Suetonius seem to be his only authorities. Hence his treatment will fail to convince students that the book is a trustworthy historical treatise. To many, it will appear rather as a series of brilliantly-written essays.

It is, however, well illustrated with photographs of drawings, and paintings by Andri Castaigne and Alma Tadema, with copies of ancient coins and cameos, and also with very good reproductions of Roman portrait-sculpture, including the photograph of the latest statue of Augustus found in Rome in 1910.

Victoria A. Adams.

DAVIS, H. W. C. *Medieval Europe*. (Home University Library.) New York, Henry Holt & Co. Pp. 256, 50c.

This little book is an admirable refutation of Gibbon's famous postulate that the Middle Ages were but "a long night of ignorance and force, only redeemed from utter squalor by some lingering rays of ancient culture." The author has used fine discrimination in his selection of material. Commencing with an excellent analysis of the causes of the downfall of the Roman Empire, he traces in vivid fashion the founding of the barbarian kingdoms, the establishment of the Holy Roman Empire, its inevitable struggle with the Papacy, the causes and characteristics of feudalism, and the expansion of Europe in the later Middle Ages. He wisely calls attention to the fact that the Crusades form but the climax to an earlier advance of Europe elsewhere: in the northeast against the Slavs, in the southeast against the Hungarians, and in the south against the Moors. The most striking characteristics of the later Middle Ages—the medieval church, the medieval state, and the free towns—have especially able and fair chapters devoted to their discussion. It is unfortunate that there is no index: otherwise the defects of the book are few.

It is too advanced for high school pupils, but teachers and mature students of history will find it stimulating and suggestive.

Howard C. Hill.

FISHER, SIDNEY G. *The True Daniel Webster*. Philadelphia, The J. B. Lippincott Co. Pp. xiv, 517. \$2.00.

This title more than hints that other biographies of Webster are not true, and this aspersion the author justifies by the declaration that they were written under the influence of a tradition created by Webster's abolitionist and free-soil opponents who "tore and mangled him until it is an almost unrecognizable body

his biographer has to reanimate with its original soul." It is from this source, he declares, that the calumny of drunkenness started. The characteristics of this biography are this attitude of defense of Webster, a fullness of detail in the narrative, with oftentimes a loquacious quality, and a clear, simple and interesting style. Webster was so towering a figure in national affairs, from the war of 1812 to 1852, that, as Rhodes says, "The best possible way of studying the period is through his career." Consequently, in this account of party issues and leaders, there is much serviceable material for both teachers and pupils. The author's generous method of treatment of his themes may be illustrated from his chapter on the great debate with Senator Hayne. Here there is not only a vivid and impartial account of the contest in eloquence, but also a clear statement of the political situation, out of which it arose, to wit, the struggle of western and southern political leaders to make permanent the recent political alliance between the west and the south against the east, and also a good summary of the national policy as to the public land, pertinent because it was out of a resolution relating to this that the debate started. The author justifies the Seventh of March speech, declaring that Webster was not trimming his sails to catch a favoring presidential breeze, but was courageously defending the only policy which seemed to him to promise the preservation of the Union he so deeply cherished.

The descriptions of Webster's personal and private interests are attractive,—his fondness for his Marchfield and the Elms, his country home in Massachusetts and New Hampshire, his love of the early morning, his liking for large things, "the mountains, great trees, mighty oxen, wide fields, the ocean, the Union, the immense things of literature" which fit so well with the titanic quality of his personality and genius.

The reader will leave the story with a clearer understanding of this period of our history and a livelier sense of appreciation of this statesman, whose influence was so potent in it.

Wayland J. Chase.

FLETCHER, C. R. L., and KIPLING, RUDYARD. *A History of England*. New York, Doubleday, Page & Co. Pp. 308. \$1.80.

Mr. Fletcher has gained some renown as a humorist among historians, and his newest volume is as enjoyable and also as reckless in statement as his earlier ones. Scattered through the narrative are twenty-three poems by Mr. Kipling, some of which have considerable merit, while a few are rather disappointing. It is difficult to see what demand there can be for this work on the American market. For use as a text-book it is entirely unsuited: it is written from a Tory view-point, and apparently for the purpose of emphasizing the need of further strengthening the British army and navy—so persistently is this urged that it finally becomes tiresome. Nor can the book be very serviceable as collateral reading, as it does not contain an adequate amount of materials—only a third as much as the average American text-book in English history. Mr. Henry Ford has contributed a series of very striking and very fanciful illustrations beginning with a picture of life in the Stone age and closing with "a glimpse of the future."

Lawrence M. Larson.

ABBOTT, F. F. *The Common People of Ancient Rome*. New York, Charles Scribner's Sons. Pp. 290. \$1.50.

This is a book of essays, dealing with certain phases of the social and economic life of the common people of Rome, in the time of the Empire. Written in the same attractive style which the author used in his "Society and Politics in Ancient Rome," they treat of the following: How Latin became the world language; the Latin of the common people, their poetry; Diocletian's edict of maximum prices; Roman corporations and trade-

guilds; and other topics of equal interest. Some of it is heavy pabulum for the young high school pupil, rather because of the intrinsic difficulty of the subjects dealt with than because of the author's treatment, which is popular in the best sense and very clear. The last two essays, "A Roman Politician," and "A Friend of Caesar," are character sketches of two of Caesar's associates, G. S. Curio, the brilliant and erratic young lieutenant, and G. Marius, disinterested and loyal, "not captured by the charm either of public office or of gold," and in them the magnetism of Caesar is subtly shown. In high schools and colleges most of this group of essays should be eagerly read; many of them are admirably suited for reference reading or brief topical reports.

W. L. Westermann.

MORET, ALEXANDRE. In the Time of the Pharaohs. New York, G. P. Putnam's Sons. Pp. 310. \$2.00.

The wife of M. Moret, Professor of Egyptology at the Sorbonne, has translated into English a number of his popular articles upon archaeological work in Egypt and certain phases of ancient Egyptian history. The book gives an interesting impression of the course of the excavations in Egypt during the past half century, and the methods employed in the restoration and maintenance of the ancient ruins.

The chapter upon "Pharaonic Diplomacy" contains well-chosen extracts from the correspondence between Pharaohs Amenophis III. and IV. and the kings of the Mitanni, of the Hittites, and of Babylon. These are from the famous group of letters discovered in 1887 at Tell-Amarna. The meaning and evolution of pyramid architecture is made clear in the chapter entitled, "Around the Pyramids." Other chapters offer interesting material upon the stone-age period of Egyptian history, upon Egyptian magic, and upon the Book of the Dead.

The book is not a connected history, and does not pretend to take the place of the popular histories of Egypt, written by Breasted or Baikie. It does, however, offer, in more popular form, some of the material which is found in the more scholarly essays of Maspero, Wiedemann, and Niebuhr upon particular phases of Egyptian life. The illustrations are good, but not profuse.

W. L. Westermann.

MUIR, RAMSAY. A New School Atlas of Modern History. New York, Henry Holt & Co. Pp. xxiv. 48. \$1.25.

This short atlas, the author claims, is distinguished from other works of the sort by the emphasis laid on the physical basis of historical geography, by the insertion of only such names as the student will use at the period dealt with, by thorough treatment of the development of the British Empire, in addition to very full treatment of the United Kingdom, and by an introduction containing a series of comments on each map in turn, with a number of additional sketch maps and battle plans at appropriate intervals.

The introduction gives brief explanations of each plate and calls attention to the main territorial changes to be noted. Doubtless this will be of value, though most of this matter would normally be part of the lesson as taught by a competent teacher. The colored plates are arranged in four sections. The first section comprises ten plates showing Europe and the Mediterranean Basin at different dates, from the period of the Later Roman Empire to 1815. The second section is composed of thirteen plates illustrating the growth of the chief states of Europe. In this there are six maps of France, nine parts or the whole of Italy, four of Spain, and seven of parts or all of Germany. Then follows a section of thirteen excellent plates dealing with the British Isles, and last come twelve plates illustrating the history of European colonization. The author has been reasonably successful in his effort to produce a serviceable school atlas, though the book is distinctly inferior in number and quality of maps, paper, and mechanical makeup to the recently published atlas by William R. Shepherd. Yet in some regions, such as the British Isles, Mr. Muir's maps are much more numerous than those of the larger work. Considering the price, however, the present book is very satisfactory, and will be very useful to high school students.

Clarence Perkins.

PETRIE, W. FLINDERS. Egypt and Israel. New York, E. S. Gorham. Pp. 150. \$1.00.

In this study, published for the Society for the Promotion of Christian Knowledge, Professor Petrie has brought together much interesting information from archaeological and inscriptional sources bearing upon the relation of Israel to Egypt. It is decidedly a technical study, containing curious evidence of the continuity of Israelitic habitation and influence in Egypt, from the traditional migration from "Ur of the Chaldees" down to the

time of Mohammedanism. Upon the early period he is historically conservative, frankly accepting "documents and statements, wherever not modified or disproved by more certain sources." So Abraham appears as a personage as real as Hammurabi of Babylon, and the sojourn in Egypt is unquestioned. Definite evidence, however, from an Egyptian inscription forces the author to conclude that "some Israelites continued in Palestine during most, or all, of the time that the others were in Egypt."

The book seems, on the whole, much better adapted to the work of college classes engaged in a special study of the history of Israel, than for use in a High School library. It will undoubtedly be useful, also, for those interested in Biblical study.

W. L. Westermann.

## Periodical Literature

HENRY L. CANNON, Ph.D., EDITOR.

—"The Battle of Ravenna," 11, April, 1512 (*Nuova Antologia*, 1 February), by Senator Pier Desiderio Pasolini, contains a number of contemporary illustrations, chiefly of the artillery of the day.

—According to J. Haller, the controlling fact in the relations of "The Carolingians and the Papacy" (*Historische Zeitschrift*, III. xii. 1) was the mutual need they had for each other.

—The new *Quarterly Review of Russian History, Politics, Economics, and Literature*, published by the School of Russian Studies in the University of Liverpool, aims particularly "at making accessible to the English public the work and views on various subjects of Russians of diverse opinions, and thus of giving some perspective of that enormous empire."

—In the *Independent* for 29 February, Ray H. Whitbeck, editor of the *Journal of Geography*, discusses with numerous examples "The Meaning of the Names of Places." "In this way (bestowing place names) people of a particular period or region or nationality, have, unintentionally, registered their nationality, or their likes and dislikes, or their political or religious beliefs, or have preserved the evidence of waves of popular feeling which at times pass over the country."

—"The Elizabethan Reformation" (*Quarterly Review*, January) is a careful review by Professor J. P. Whitney of King's College, London, of the numerous works upon that period which have appeared within the last decade under the names of such authors as Maitland, Oman, Stephens, Hunt, Innes, Birt, Gardiner, and Meyer.

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—In the Pennsylvania Magazine of History for January, Professor E. R. Turner, of Michigan describes "The First Abolition Society of the United States." It arose in Philadelphia from an attempt of some citizens to secure the liberty through the courts of an Indian woman being taken by her master from New Jersey to the South. The society fell into abeyance during the Revolutionary War, but was revived in 1784. "In 1787 a new constitution was adopted, the name was changed, and Benjamin Franklin was elected president.

—Teachers of Ancient and Medieval history will enjoy reading what Frederic Harrison has written about his favorite Greek and Latin authors in "Among My Books" in the January number of the English Review. He insists upon a wider reading in good translations, and upon reading the later writers as well as the strictly classical. "These later writers, whom 'scholars' despise for their decadent style, are full of novel ideas and new forms of art, which ultimately blossomed into medieval literature. To exclude all this is to ruin the sense of continuity in civilization, as Freeman so often and so justly insisted."

—In the Journal of Race Development, for January, Professor Ellsworth Huntington of Yale presents a striking theory of the relations of "Geographical Environment and Japanese Character," making a fresh application of the hypothesis of Professor C. J. Kullmer of Syracuse University, that all the leading countries of the world lie within the area of 'cyclonic' storms. "The remarkable case of Japan has been seized upon by Kullmer as the strongest possible reason for believing that the storm track hypothesis offers an adequate explanation of the peculiar distribution of intellectual attainments among the nations."

—The new Yale Review is not an official publication. "A feature of its contents will be signed reviews of current books within its field of literature, science, history, and public affairs." The leading article of the opening number (October) was upon 'War,' by the late William Graham Sumner, and abounds in the telling sentences of his well-known style. "War arises from the competition of life, not from the struggle for existence." "While men were fighting for glory and greed, for revenge and superstition, they were building human society. They were learning discipline and cohesion; they were learning co-operation, perseverance, fortitude, and patience. These are not savage virtues: they are

products of education. War forms larger social units and produces states. The great conquests have destroyed what was effete and opened the way for what was viable. What appalls us, however, is the frightful waste of this process of evolution by war—waste of life and waste of capital. It is this waste which has made the evolution of civilization so slow."

#### LIST OF BOOKS UPON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM JANUARY 27, TO FEBRUARY 24, 1912.

Listed by CHARLES A. COULOMB, Ph.D.  
American History.

- Ames, Edgar W. Readings in American History. (With bibl., etc.) In 2 vols. New York: C. E. Merrill. 167, 134 pp. Each, 25c.
- Atlantic and Pacific Transport Co. The Panama Canal Route. Baltimore: A. & P. Transport Co. 46 pp. Gratis.
- Bromberg, Fred'k G. The reconstruction period in Alabama. Mobile, Alabama: [The Author.] 18 pp. 25c.
- Buckelew, F. M. Buckelew the Indian Captive. [Story of his captivity amongst the Lipan Indians on Texan frontier.] Bluff, Texas: S. E. Banta. 112 pp. 50c.
- Carter, Clarence E. Great Britain and the Illinois Country, 1763-1774. Washington, D. C.: American Historical Association. 223 pp. (15 p. bibl.) \$1.50.
- Dyer, Albion M. First Ownership of Ohio Lands. Boston: N. E. Historical Genealogical Society. 85 pp. \$2.50.
- Everglades of Florida. Acts, reports, and other papers, state and national relating to the Everglades. Washington, D. C.: Government Printing Office. 208 pp.
- Fonderdon, C. A. A brief history of the military career of Carpenter's battery, [Civil War, 1861-1865.] Newmarket, Va.: Henkel & Co. 78 pp. 75c.
- Holyoke Diaries, 1709-1856. Salem, Mass.: Essex Inst. 237 pp. \$3.00.
- Jenkins, Charles F. Lafayette's visit to Germantown, July 20, 1825: an address. Philadelphia: W. J. Campbell. 49 pp. \$2.00.
- Learned, Henry B. The President's Cabinet. New York: Yale University. 471 pp. (22 pp. bibl.) \$2.50 net.
- Mead, Spencer P. Ye historie of ye town of Greenwich [Connecticut]; a revision and continuation of a history published in 1857. New York: Knickerbocker Press. 768 pp. \$5.00.
- Meany, Edmund S. United States History for Schools. New York: Macmillan. 587 pp. \$1.00.
- Morris, Charles. A history of the United States of America. Philadelphia: Lippincott. 602 pp. \$1.00 net.
- Murray, John O. The immortal six hundred; a story of cruelty to Confederate prisoners of war. Roanoke, Va.: Stone Printing and Mfg. Co. 355 pp. \$1.50 net.
- Myers, Albert Cooke, ed. Narratives of early Pennsylvania, West New Jersey and Delaware, 1630-1707. New York: Scribner. 476 pp. \$3.00 net.
- Nash, Eugene A. History of the 44th Regiment New York Volunteer Infantry, in the Civil War, 1861-1865. Chicago: R. R. Donnelly & Sons Co. 484 pp. \$2.00 net.
- Paxson, Frederic L. The Civil War. New York: Holt. 256 pp. 50c. net.
- Putnam, Ruth. Dutch element in the United States. Washington, D. C.: Government Printing Office. 203-218 pp.
- Sioussat, Annie M. L. (Mrs.) Old manors in the colony of Maryland. Baltimore: Lord Baltimore Press. \$1.25.
- Stanard, William G. Some immigrants to Virginia [during the colonial period.] Richmond, Va.: Bell Bk. & Sta. Co. 79 pp. \$1.00 net.
- Sterne, Simon. Railways in the United States; their history etc. New York: Putnam. 209 pp. \$1.35.
- Stevens, Walter B. St. Louis, the fourth city, 1764-1911. St. Louis: S. J. Clarke Pub. \$18.00.
- Stibbs, John H. Andersonville and the trial of Henry Wirz. Iowa City, Ia.: Clio Press. 30 pp. Priv. price.
- Thorpe, Walter. History of Wallingford, Vt. Rutland, Vt.: Tuttle Co. 222 pp. \$1.50 net.
- Woodward, Sarah D. Early New Haven. New Haven, Conn.: Price and Adkins Co. 119 pp. 75c.
- Ancient History.**
- Cumont, Franz V. M. Astrology and religion among the Greeks and Romans. New York: Putnam. 208 pp. \$1.50.
- Myers, John L. The dawn of history. New York: Holt. 256 pp. 50c. net.
- Periploes of the Erythrean Sea, (The); travel and trade in the Indian ocean by a merchant of the first century. New York: Longmans. 323 pp. (4 pp. bibl.) \$2.00 net.
- Reisner, George A. The Egyptian conception of immortality. Boston: Houghton Mifflin. 84 pp. 85c.

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## English History.

- Fitchett, William H. The Great Duke. [Wellington from 1787-1814.] In 2 vols. New York: Scribner. 371, 404 pp. \$3.00 net.
- Smyth, Herbert W., ed. Harvard essays on classical subjects. Boston: Houghton Mifflin. 284 pp. \$2.25.
- Jebb, Richard. The Imperial conference; a history and study. In 2 vols. New York: Longmans. \$10.00 net.
- Johnstone, Hilda. A hundred years of history; from record and chronicle, 1216-1327. [Source-book, English History.] New York: Longmans. 292 pp. \$1.60 net.
- Macmillan, Donald, D.D. A short history of the Scottish people. New York: Doran. 484 pp. \$3.00 net.
- Montgomery, David H. The leading facts of English history. Revised edition. Boston: Ginn. 444 pp. \$1.20.
- Notestein, Wallace. A history of witchcraft in England from 1558 to 1718. Washington, D. C.: American Historical Association. 442 pp. \$1.50.
- von Philippsburg E. Philippovich. History of the Bank of England and its . . . services to the state. Washington, D. C.: Government Printing Office. 297 pp.
- Ward, Bernard. The eve of Catholic emancipation. [Hist. of Eng. Catholics, 1803-1830.] In 3 vols. Vol. I, 1803-1812; Vol. II, 1812-1820. New York: Longmans. 277, 363 pp. \$6.00 net.

## European History.

- Baring, Maurice. The Russian people. New York: Doran. 366 pp. \$3.50 net.
- Barry, Rev. William F. The papacy and modern times; a political sketch, 1303-1870. New York: Holt. 256 pp. 50c. net.
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